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Marshalling the Forces to prepare for the annual overhauling of the schoolhouses.



School Law.

Common and High Schools.

A "common school," within the meaning of the constitution of the state of Washington (Art. 9, Secs. 2, 3), is one that is common to all children of proper age and capacity, free, and subject to, and under the control of, the qualified voters of a school district.—School Dist. No. 20, Spokane County, v. Bryan, Wash.

A board of education of a city of the first class may, under the general statutes of Kansas (1901, Sec. 6290), provide separate schools for white and colored children in grades below the high school, provided equal educational facilities are furnished; but where the location of a school for colored children is such that access to it is beset with such dangers to life and limb that children ought not to be required to attend it, such children are denied equal educational facilities, and the action of the board requiring them to attend such school, and denying them admission to any other, is an abuse of discretion.—Williams v. Board of Education of City of Parsons, Kans.

That the board of county commissioners, sitting as a board of canvassers, declared the proposition of establishing county high schools carried did not make the matter res judicata, or estop the board from thereafter claiming that it had not carried.—Board of Education of City of Humboldt v. Klein, Kans.

The Kansas school laws (1905, p. 659, Chapter 397, Sec. 10), providing that the proposition of establishing county high schools shall be submitted at the next general election in each county, unless previously submitted, and that when "a majority of the voters voting" in any county shall be in favor of such proposition, the provisions of that act shall apply thereto, requires, where the election is a general one, a majority of all voters voting on any office or proposition at such election.—Board of Education of City of Humboldt v. Klein, Kans.

A model training school, intended to be established by the Washington laws (1907, p. 181, Chapter 97), by drafting as many pupils as are necessary from the school district in which each normal school is situate, is not a common school within the meaning of the state constitution (Article 9, Secs. 2, 3) requiring that the revenue for common schools shall be exclusively applied to the use and support thereof, and hence so much of such chapter as provides (Sec. 4) for an apportionment of the funds of the school district to the support of such training school contravenes the constitution.—School Dist. No. 20, Spokane County, v. Bryan, Wash.

School District Property.

Under the Kentucky statutes of 1903 (Sec. 4439), authorizing school district trustees to sell old schoolhouse sites and use the proceeds toward securing new sites, when real estate owned by a district is not needed as a school site, the trustees may sell it, and, if the proceeds are needed toward the purchase of a new site, they should be so applied, and, if not so needed, they may be applied to any legitimate needs of the district for school purposes.—Gatlin v. Inman, Ky.

Under the Kentucky statutes of 1903 (Sec. 4439) authorizing school trustees to sell district property, they may sell either publicly or privately, and their action is final in the absence

of a showing of corruption or fraud.—Gatlin v. Inman, Ky.

A bidder at a sale of school property, having failed to previously investigate the trustees' right to sell, and having been given a reasonable time within which to comply with the terms of sale after his bid was accepted, cannot complain of a re-sale on his failure to so comply, nor of the trustees' refusal to consider his bid at the re-sale.—Gatlin v. Inman, Ky.

In selling school district property the trustees were not bound to recognize the bid of one whom they knew to be unable to pay, nor a bid known to them not to be made in good faith, but with intent to defeat a sale, but a mere doubt whether the higher bidder was acting in good faith would not authorize rejection; the proper course being to accept each high bid in turn, and to give the bidder reasonable opportunity to comply with the terms of the sale.—Gatlin v. Inman, Ky.

In receiving bids for part of a schoolhouse site, the district trustees could consider the use to which that part would be put by the buyer, and could refuse to sell to one who would use it to the injury of the health, morals or best interests of the school children.—Gatlin v. Inman, Ky.

Powers of School Trustees.

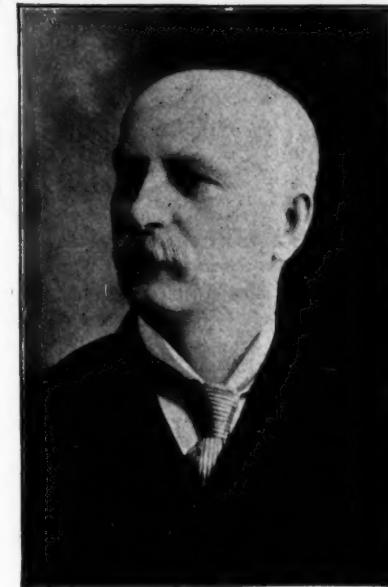
Persons contracting with school trustees must recognize that their powers are limited by law.—Slattery v. School, City of South Bend, Ind.

Under the Indiana school laws (Burn's Ann. St. 1908, Sec. 6497), authorizing the board of trustees in any school city, with consent of the common council, to erect such school buildings as it may deem necessary, there can be no recovery on a contract made by the school trustees without the common council's consent, which involved more than a mere change in the plan of the school building originally contracted for, and which was entered into with a contract—or other than the original contractor.—Slattery v. School City of South Bend, Ind.

School Taxes.

The state constitution of Texas (Art. 7, Sec. 3) provides for an annual state tax of such an amount, not to exceed 20 cents on the \$100 valuation, as, with other available school funds, will be sufficient to support the public free schools for not less than six months in each year, and that the legislature may provide for the formation of school districts in counties and may authorize an additional annual ad valorem tax within such districts for school purposes upon vote of the taxpayers, not to exceed in any one year 20 cents on the \$100 valuation, but that the limitation upon the amount of district tax shall not apply to incorporated cities or towns constituting separate and independent school districts. Held, that an independent school district, incorporated for school purposes only, and embracing an incorporated town and rural territory, is not an "incorporated city or town" within the constitution, and hence not exempted from the restriction as to taxation therein, and, where it had previously voted a tax to the full amount permitted by the constitution, it had exhausted its power to tax for school purposes, and an election held to determine whether an additional school tax should be levied was void.—Jenkins v. De Witt, Texas.

The school code of Iowa (Secs. 2806, 2807), requiring the directors of each school corporation to certify the estimated amount required for the contingent fund, the teachers' fund, etc., and requiring the board of supervisors to "levy the taxes necessary to raise the various funds" certified to it, only require the board of supervisors to approximate the estimates of the directors, and, though the board may not ignore the estimates and substitute its own judgment



HON. L. D. HARVEY,
President, National Education Association, who will
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for that of the directors, it may in good faith approximate the levy, provided that is done as closely as practicable, and a levy by the board of supervisors which will create a tax of \$277,699 is not necessarily excessive, though the certificate of estimate called for only \$260,000.—Gilman v. Talley, Iowa.

That the board of county commissioners acted upon a misapprehension of the legal effect of the returns on a proposition of establishing county high schools, and levied a high school tax, will not estop the board in an action to compel them to levy a similar tax for the following year, from claiming that the proposition was not legally adopted.—Board of Education of City of Humboldt v. Klein, Kans.

Where children, entitled to school privileges in a city, if required to attend the school designated by the board of education, would be exposed to daily dangers to life and limb so obvious and so great that, in the exercise of reasonable prudence, their parents should not permit them to incur the hazard necessarily and unavoidably involved in such attendance, they should not be compelled to attend the school so designated.—Williams v. Board of Education of City of Parsons, Kans.

The Kentucky statutes of 1903 (Sec. 2957), providing that text books in public schools, once adopted, shall not be changed except after certain procedure by the school board, is solely for the benefit of the public, and confers no right upon publishers of discarded books who have no contract to furnish the books to the patrons of the school or school board to interfere to compel the board's compliance with the statute.—Allyn & Bacon v. Louisville School Board, Ky.



Locating It.

"Your son is taking a university course, is he not?"

"Yes, and he is studying hard. He writes me that he is burning the midnight oil."

"Oh, that's the university he's attending, is it?"

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THE RELATION OF THE HIGH SCHOOL TO THE COMMUNITY AND TO THE COLLEGE

By CHARLES E. CHADSEY, Denver, Colo.

In spite of the remarkable growth in high school attendance in recent years, or perhaps as a result of it, the high school cannot as yet be said to have established satisfactory relations either with the community or the college. The principles which must govern educators in determining the curriculum to be pursued in the high school must be established more clearly than so far has seemed practicable. Similarly we must determine the methods of presentation of the subject matter in the various subjects offered. Ideas as to the amount of information to be imparted and the degree of mastery on the subject to be secured by the pupil are at the present time indefinite and unsatisfactory.

High school principals are, in the vast majority of cases, handicapped in the preparation of their courses of study by the limitations imposed upon them by colleges and universities.

To say that these requirements must have been fixed very definitely by committees upon which there were representatives of high schools as well as colleges is not to the point. The work of these committees, important and excellent as it has been, has always been based upon the assumption that a certain specific amount of work is to be demanded of the high school, and that certain subjects must be pursued for certain fixed periods of time. In the carrying out of this idea the distinctly specified subjects are so numerous and the fixed requirements are so great that but little, and in some cases no, liberty is afforded the principal who wishes to offer other courses of study which he may deem desirable.

Improvement of High Schools.

Through the efforts of these committees which have determined college entrance requirements, and the very general insistence upon these requirements by our colleges and universities, a very real uniformity has resulted. To a certain extent this result has been decidedly advantageous. It is undesirable, even in a democracy, the individual units of which are as independent as they are in the United States, to have our high schools offering courses based merely upon the individual opinions which the principals may have as to the proper character of secondary education. Many subjects have about equal values in any portion of the United States. The vast amount of discussion which resulted from the original proceedings of the committee of ten, and the continual consideration of the proper requirements for admission to the freshman class of our colleges and universities, have been invaluable to secondary education. We needed most emphatically the very kind of work which resulted from the effort towards standardization of high school courses.

Preceding this long drawn out and carefully considered discussion of the high school problem, ideals in too many cases were exceedingly low. The frequent attempt to complete a subject with only a few weeks' study resulted in an amount of superficiality which was highly discreditable to our American education. The appointment, in many states, of high school inspectors, whose duty it has been to pass upon the character of the work offered in the high schools, and to place or to refuse to place these high schools upon the accredited list of the university, in accordance with the result of this inspection, has also raised most decidedly the standards of high school work.

For all these things those who have the interests of secondary education at heart should be profoundly thankful. It does not follow, however, that there has resulted from this a condition in any sense to be considered as static. We have attained high standards, we now have a vast army of high school teachers and principals well equipped, who realize clearly what is implied by first class work. They know definitely the kind of scholarship necessary for pupils who expect to pursue work in colleges and technical schools, and in general they may be said to be in a very real sense masters of their problem.

In spite of these good results, however, these high school principals and teachers under present conditions are not able to give to all their pupils the most valuable work. It is now a commonplace that different pupils frequently require somewhat different work. The intellectual power of the pupil, the kind of life for which he is probably destined, his home conditions and the local interests of the community all modify more or less any ideal course framed by any committee of high school or college people, no matter how carefully their work may be done.

Subjects of Most Value.

It is also a commonplace that the old idea that the college preparatory course, of necessity, is the course of most value to the pupil who will not go to college is false. There are many subjects which are of more value to the pupil whose education ceases with the high school than some of the courses accepted at the present time for admission to college. If the number of specified subjects for admission to college were substantially decreased it would certainly be easy for this adjustment to be made in individual cases, and should hinder in no way the possibility of the pupil receiving proper credit for his work should his plans change and make possible a higher education which was not anticipated.

As it is, however, if the high school principal or the teacher adviser recommends certain subjects not on the accepted list the pupil's chances for successful admission are decidedly lessened. The result is that in practically all cases these more valuable subjects are omitted and the time which should have been given to them is spent upon subjects of minor importance. The common sense of the pupil frequently comes to the front, and, realizing that much of his work is not worth while to him, he leaves school.

While I am not one of those who believe that every child should go through high school, and that a tragedy has resulted when the child becomes discouraged and leaves the school, yet I do believe that there are many cases where very real harm to the individual has come through his failure to find in the high school the work which he wishes.

Parallel Courses.

A commonly suggested relief to this condition is the establishment of parallel courses more practical, sometimes vocational in their nature, which are not intended to prepare for college. There are serious objections to these courses under present conditions. In the first place courses which do not prepare for college are looked upon as distinctly inferior, both by the teachers themselves and by the pupils, with the result that registration in these courses is

discouraged and their real value underestimated.

In the second place, under present conditions, the injury already alluded to frequently occurs; the pupil who at first has no desire or ambition for higher work finds his power and ambition developing, only to be confronted with the fact that so far as college entrance is concerned he has been marking time for two or three years. Needless to say, the realization of this wasted effort is discouraging and generally decisive in preventing the extension of his educational equipment.

The high school emphatically needs more freedom than it has at the present time. While all high school educators are not agreed upon the kind of work which should be found in high schools, a large number most strongly emphasize the fact that, if allowed more opportunity, they themselves could make their high schools more effective in meeting the needs of the community.

Difficult Elementary Subjects.

We hear a great deal of discussion nowadays about the superficiality of the elementary school product. Many times we feel inclined to admit a measure of truth in this criticism. We believe that in many cases mastery of certain elementary subjects has not been obtained and cannot be secured in the elementary schools. Certain phases of grammar and arithmetic are unquestionably too difficult for proper presentation on the part of the teacher and mastery on the part of the pupil in the elementary schools. Many educators believe that the more difficult portions of these subjects are of far more importance than some things found in the high schools. The heavy demands of the college and university make it impossible to offer these subjects. Admitting for a minute the truth of such a belief, would it not be better for our high schools if it were possible to have these subjects offered as part of the general required work in the high school? I believe that it will not be long before it will be recognized as desirable that sufficient flexibility in college entrance requirements should be secured to enable the high school principal to frame courses of study which, in his judgment, are best adapted to the needs of the pupils under his charge, with the assurance that if they are well organized the pupils desiring higher education will experience no difficulty in securing admission to the college or the university.

Value of Non-College Courses.

The argument that courses of study which are not framed in compliance with the entrance requirements of our standard colleges are elected with a full and free understanding on the part of the pupil and that he must therefore bear the consequences of his following is specious. American life always has been and will continue to be far more flexible than life in other countries. It is highly desirable for it to be so. If a pupil has been pursuing well organized courses of study faithfully he has experienced a mental growth which will not prove discreditable to him should his chances for higher education be secured.

The old assumption that the particular courses for which credit in our universities is given are inherently more valuable than others is incorrect. This will from year to year become more patent to all. Modern life with its ramifications has developed lines of thought

(Concluded on Page 18)

Trade Teaching in the Public Schools

By CHARLES F. PERRY

The question of trade teaching in the public schools of this country has already received sufficient discussion and experiment to mold it into a form which permits us to view the problem more accurately than we could ten years ago. Opportunity to learn a trade thoroughly through the avenue of the old time apprenticeship system has been on the decline for over twenty-five years, until at the present time there is very little opportunity for a boy to learn a trade thoroughly under commercial conditions, or for the manufacturer who needs the skilled, intelligent help to teach the trade in which he needs efficient workmen. The boy wants the chance to learn, but cannot find it in commercial life—the employer wants the skilled young help, but cannot make it directly. What means will take the latent talent of the youth and develop it and permit it to pass on to supply the market which eagerly awaits it? The skilled artisans needed are persons who possess the required skill of hand and eye and a thorough working knowledge of the trade in question, this latter including a knowledge of the essentials of allied trades. The means, then, which is to furnish the thorough, intelligent workman, which this country needs, must be such as will develop the required skill of hand and the accompanying general knowledge vitally necessary to the successful workman. Since it is all a matter of education, and since the employer cannot create all the skilled help he needs, we naturally look to the extension of the system which instructs our youths in the fundamental principles of our civilization to that which will prepare them for life in its fullest sense—make them skilled, intelligent workers. This has been tried and is in vogue with great success in European countries to-day.

There is nothing else for the United States to do but to follow the example of the countries which have been forced to the public trade school because their natural resources have not been as large as our own. It was inevitable that this method of instructing our skilled workmen should come, caused by the modern, specialized methods in our industries, and now the time is here.

The private trade school, to be successful, can not charge tuition, because to do so will prevent the admission of the very pupils who desire to and who should attend. It should also articulate intimately with the public school system.

A few cities in this country are trying to supply the demand for skilled workmen through the avenue of a trade school in connection with their public instructional system. There are three stages through which each city must pass in solving this problem. They are the periods of: First, agitation; second, establishment and development; third, testing of the graduates. Different cities are at present in some one of these separate periods. At least one has reached the third stage. It has learned many lessons which are inevitable to pioneers, all of them invaluable.

Two Kinds of Trade Schools.

As the entire problem is becoming more and more clear there will be found to be two main methods of approach to it: First, through the commercially disinterested trade school which takes a boy at sixteen, gives him a thorough apprenticeship and sends him out in a minimum period of time with a preparation at least equal to that which he could receive in the best commercial shop in four years—and this done by public taxation; second, by what is called the co-operative, or partial time, plan, which proposes that the boy shall spend the working hours of each day, part of the time in school and the remainder of the time in some shop.

Any practical plan which will add to the number of efficient workers of this country will

be welcomed. It is safe to assert, however, that no plan can be invented which will be faultless or free from criticism. Of the two plans mentioned, the main objection to the complete and thorough trade school is its cost to the tax-payer, while the objections to the co-operative plan are many. There is no positive assurance of the continued co-operation of the employers, especially in times of industrial depression. It depends upon the kind of work done in the community and its quality; it depends upon the desire of the boy to continue upon a half time system for four or five years. It does not provide for the opportunity of mature persons who desire to perfect themselves in the practice of their trade, or some other trade, in night classes. The co-operative system can be used to better advantage in connection with an engineering school of higher learning which has no shops in its equipment and which is fortunate enough to be placed in a machine tool city. There are, however, some vocations which can be better mastered through the avenue of the co-operative system than through the complete public trade school, and they belong to the class which partake more of a business quality than those which require skill and training of hand. The not far distant future will bring us data of increasing value along these two and other lines of this vital question.

lines of this vital question.

Let us consider the question analytically. First, we have the boy who leaves school when the law says he may. Next, the boy who leaves at the completion of the eighth grade. Next, the boy who leaves at the end, or before the end, of the first year in high school. Lastly, those who leave during the remainder of the high school course.

Between those who leave when the law says they may and those who leave at the end of the eighth grade, there go out annually into the army of earners approximately 75 per cent of our boys. Only a small per cent of this number are over fifteen years of age. Even though the United States had the best system of vocational schools in the world it would be of little help to boys who persist for any reason in leaving school at fifteen.

But the awful statistics there are. What can we do to reduce this falling off? At the outset, before we reach the problem of the trade school proper, we have a difficulty which is even harder to solve than the seemingly major question of the trade school itself.

Advantages of Trade Students

Advantages of Trade Students.
Before discussing the main lion in the way let me assure you that the right trade school can thoroughly perform its function, which is to turn out thoroughly prepared apprentices. It can take a boy at sixteen and, in one-half the time required in a commercial shop, teach him as much, and frequently more, and in a better way, than he could learn in four years under commercial conditions. The commercial apprentice starts at sixteen and serves four years. The length of the average apprenticeship, say of the machinist trade, consists of approximately two thousand eight hundred sixty-three hours per year for four years. He earns wages at the rate of approximately 6.5 cents per hour the first year, 8.5 the second year, 10.5 the third, and 13.5 cents the fourth year. Altogether, at the end of his apprenticeship of, say, eleven thousand four hundred fifty-two hours, he has earned \$1,115. If the firm for which he works gives a bonus of \$100 he has earned \$1,215. He is then twenty years old and receives journeyman's pay, or nearly so, depending upon the personal equation and other factors which may enter.

The trade school apprentice may start at sixteen and serve two years of fifty-two weeks per year at five and one-half days per week and eight hours per day. Making allowance for fourteen legal holidays in the two years, he should have served four thousand four hundred

sixty-four hours. If there is any need at all for trade schools there is a need that they send out graduates at least as well equipped as the commercial apprentice graduate. But, to be conservative, say the trade school graduate receives but 20 cents per hour for all of his first year's work at fifty-six hours per week, and 30 cents per hour for his second year's work, he has, by the time he is twenty years of age, earned \$1,456, which is \$241 more than the commercial graduate has earned. The trade school graduate is not only ahead financially at the even ages of twenty years, but he stands in line to forge ahead of the commercially trained mechanic of today. There are a few things a commercial apprentice will learn in his four year term that the trade school apprentice will not learn in his period of two years, but they are more than offset by the many good things that the young man, trained in a good trade school, will acquire. Not to be omitted is the moral atmosphere of the trade school as compared to the same atmosphere in the average shop.

Obstacles to Be Overcome.

It can be plainly shown, to any one who cares to look into the matter and who can appreciate the entire premises, that the trade school graduate who began his apprenticeship at sixteen can, by twenty years of age, be made better fitted in every way to meet life than the commercial apprentice who began at sixteen.

commercial apprentice who began at sixteen. Accepting this as true, our next problem is to find what obstacles are in the way to prevent all those who would become skilled workmen from doing so. More than rich is the youth who lives in a country which offers him the opportunity to start, at twenty, well equipped for practically anything to which his ambition may lead him. That there are obstacles in the way is only too evident. They cannot all be traced to one door. It will be found that they lead either to the boy, his parents, the school system or industrial conditions. Our elementary schools can never make all boys complete the eighth grade, especially in the face of a law which says that they may leave at fourteen. There are some boys who have not the mental caliber to complete the eighth grade, even at sixteen, but who will make splendid mechanics. We have boys who could complete the eighth grade, but who want to be at work, some from the call of the dollar at home, but many simply from inability to apply themselves to school work. It is irksome. The public school system has nothing which appeals to them beyond the eighth grade, and they take advantage of their legal right and enter the ranks of the earners at whatever age the law says they may.

Then we have the boy who would like to go to the trade school just as soon as he gets through the eighth grade, but to whom the law says he must wait until sixteen. This classification could be continued still farther: what can we do for all of them? Simply make our public instructional system worth while attending until the boy or girl can go out equipped for that work which he or she feels born to do. Because the law says a boy may leave school at fourteen we must not wash our hands of him and say we have done all we could—the harvest is his. Not yet. We must on the one hand vitalize our elementary grades so that boys will gladly remain, and, on the other hand, have something better ahead than they can get elsewhere. Let them see other boys getting it, and, if our problem is not wholly solved, we will be at least half way toward our goal.

The Elementary School's Portion.

It is not the purpose of this paper to state how to enrich our elementary courses. I know that if, when I was a boy, my teacher had sent me to the school playground with a yardstick and told me to measure its length and width, and height of the fence, or told me to find the

cubical contents of the classroom, or given me some problems in fractions which would have necessitated my gathering the data for them with a foot rule, I would have a better eye for distance today, and a better judgment in volumes. I would have grasped percentage better. In short, I would have loved my work more and stayed in school longer. Untold wealth still remains undiscovered in the possibilities for development in our readers, our geographies and our histories. How easily my teacher could have had something which was made in the country under discussion; the same object could frequently have assisted in both geography and history. Had I been thus taught I would look back with a different gaze upon those elementary school years. I would have felt myself growing in mental power. When we teach our boys and girls in such a way that they can see their own mental development we have won the children.

Take an average city boy. He may attend the kindergarten for one year and then go through the primary and grammar grades. He has gone to the city district school nearest his home. This school consists of a man or woman principal and all women teachers. At fourteen he wants to leave school and go to work. What have these teachers done for him on the vital questions of life, such as to urge him to go to school until sixteen? What would he like to do? What does he plan to do if he does leave at fourteen? What effort have they made to try to reveal the boy to himself? Nothing has been done, excepting in possibly some few cases, because the teachers themselves were not taught to do it. We cannot have much change in our elementary schools until our normal schools awaken to the realization of their wonderfully strategic position and use it to its fullest limit. We must go even farther back—to the writers of our text books. A different censorship is needed for them. They should be made to pass the criticism and receive the endorsement of educated business men and women interested in education. When every subject which is taught in the graded schools has been subjected to a severe cross-examination as to its right to be there and how much of it should be taught and how taught we have added another long stretch toward our goal.

The Gap Between Fourteen and Sixteen.

Next, the influence of the trade school should be used in bridging the fatal gap between fourteen and sixteen years of age. First it should care for the boys who stayed in the graded school long enough to graduate from it. Many of them would prefer to go at once to work, but when they see that the employer would prefer a graduate from a trade school to any other young man they wisely choose to wait until sixteen to begin the trade school course. What will the boy do in the meantime? He cannot better spend that time than in a trade school preparatory course, a course which will give him considerable shop work in wood and metal, some mechanical drawing, some workshop mathematics and some business English. If possible, this should be done in the environment of the trade school. The boy would like it better there and it is the next best thing to what he wants. These preparatory departments will come later. For the present a practical solution lies in adding another course to our high schools, or slightly modifying the regular manual training course in those institutions so as to give the boy the subjects just mentioned. Let the course be such that the day the boy is sixteen he may leave it and go to the trade school. In the interim some boys who thought they wished to learn a trade will find they desire some other life work. If so, the ground covered will count as high school credit, and no time has been lost. Money will be saved to the city because the boy under sixteen cannot economically to the municipality grasp the work of the trade school. Some high school principals will object to this preparatory course in their schools because it will congest their lower classes. It is conceded to be not the ideal plan. In the hands of a principal who is eager to

help every boy he can it will be successful, and thus hasten the time when the regular trade school with its own preparatory course will be established.

But we have still another boy to care for. What can we do for the boy who will leave at fourteen unless he can be restrained? I am confident the number of these boys will diminish yearly under the improving of our elementary courses. Every one of these should be a special case. If he is not mentally capable of completing the grade work, but has done well in his manual training, he should not be denied entrance to the trade school preparatory course. Many of them under the new conditions will make good.

Public Opinion.

This, briefly, is what the public trade school may do, with much left to be considered in detail. Some educators will criticize the specialized trade school. They claim that it will ruin the democracy of the United States to introduce class education. It will need separate schools and the segregation begins too soon. Will raising the efficiency of each individual in the entire community cause a disintegration of our democracy? This country today is seriously in need of "first aid," industrially speaking.

It will take several years yet to awaken public opinion to the degree it should be to give industrial education its proper place in our public school system. The trade schools of Germany and throughout Europe are held up to us as an example to follow. We may appoint

a commission to go to Germany and gather the cream of her experience of thirty years of public school vocational teaching. The commission may return with her identical curriculum, it may bring even her machinery and tools and teachers, but whatever it may gather and bring, the most vital and necessary thing—Germany's public opinion toward trade teaching—must be left behind. We must develop our own, just as she did. We must bear in mind that the youths in the trade schools in Germany today are the children of parents who themselves have the trade school to thank for their skill. Another important point—Germany did not start her trade schools in the face of such keen industrial competition or specialized manufacture in which we are compressed to-day.

A boy who is sixteen years of age and a graduate of the eighth grade may, if necessity compels him, end his academic work for a time and prepare for actual life in a trade school. The right vocational institution will by no means teach shop work only. It will teach him mechanical drawing and workshop mathematics. It will take him on shop inspection trips and make him prepare written reports on these trips. It will give him lectures on topics pertaining to his trade and trades allied to his. It will suggest to him correlated reading. Our country is awakening to the value of night schools of both grammar and high school grade. Trade papers and journals are giving us what

(Continued on Page 24)

New Rules and Regulations

The school management committee of the Chicago board of education has forbidden teachers to send out circulars or other matter to the teaching force without the approval of the board. The order resulted from a campaign conducted by the teachers in favor of certain legislation affecting their interests.

New York City. The board of education has adopted a by-law that each school may hold an athletic field day upon application of the principal. The superintendent is authorized to dismiss all classes upon the day requested.

Lynn, Mass. All applicants for positions as teachers will be required, under a new rule, to submit to an examination prepared by the superintendent. College and normal school graduates will be exempted.

Salt Lake, Utah. The board of education has adopted a new rule for paying teachers' salaries. The school year is divided into two semesters of nineteen weeks, and each semester into two terms, the first term to contain ten weeks and the second term nine weeks. The rule further provides that the salary for the year be separated into ten equal installments, each to be paid within one week of the close of the period covered by the installment; provided, that at the end of the first two weeks of school the amount then due each teacher shall be paid and at the end of the month the balance of the installment due at that time shall be paid; provided further, that for the last three weeks of service in each semester each teacher shall receive in addition to three-fourths of one installment as many nineteenths of one-fourth of one installment as the weeks she has taught as regular teacher during the semester are nineteenths of the number of weeks in the semester; but a proportionate reduction shall be made for absence to exceed five days for any cause other than sickness. Regular compensation is allowed only upon such days as fall on regular school days. This deprives teachers of pay for Christmas and New Year's day.

Racine, Wis. As a means of preventing teachers from resigning during the school year the board passed a rule that the teachers be paid as follows: During the first five months of the school year pay \$5 less than one-tenth of the total amount which the teacher will receive when she completes the full term of her contract. During the next four months pay one-tenth of the total annual salary provided for. At the close of the school year pay one-tenth of said yearly salary plus \$25.

St. Paul, Minn. Upon the recommendation of Supt. S. L. Heeter, the board of education has adopted a number of rules to eliminate abuses which have grown up. In brief the rules provide:

The teachers are prohibited from receiving any presents procured by subscription from the pupils under their charge. Fruit and flower showers are specifically tabooed.

Teachers are not to give private lessons for pay to pupils of their own classes.

No collections of money for any purpose are to be taken from pupils by teachers or other school board employes, except on the board's approval.

Public entertainments to which admission is charged are not to be given in any of the grade schools by the pupils without the consent of the superintendent of school buildings. The proceeds of such entertainments are to be applied to the improvement fund of the school.

The board authorized one collection to be taken each year, between Oct. 20 and Nov. 1 for what is to be known as the school improvement fund, for the purchase of pianos, pictures, sculpture and the like. No money is to be expended from this fund for works of art, except on the approval of a committee of three, consisting of the supervisor and two others, to be named by the superintendent of schools, with the consent of the school board. No part of the fund is to be spent for pianos, except on the recommendation of the supervisor of music.

To prevent kidnapping of children from the public schools a rule was made that teachers shall not excuse pupils during school hours either upon written or oral request, until the authenticity of the request has been verified by the principal.



Teachers' Ratings.

Supt. Homer P. Lewis of Worcester, Mass., has issued blanks for rating the efficiency of the public school teachers. Each principal has been supplied with copies upon which to report the teachers in his charge.

Mr. Lewis divides the problem of determining a teacher's professional worth into five fundamental factors: scholarship, personality, disciplinary ability, teaching power and professional spirit. Under these heads he asks the principals to judge as follows:

Scholarship as shown by:

1. By general culture and knowledge.
2. By special knowledge of branches taught.
3. By continued growth in intellectual power.
4. By accuracy in subject matter, language, written work, etc.

Personality as evidenced by:

1. By neatness and taste in dress.
2. By neatness and order in care of desk, blackboards, etc.
3. By tact in meeting patrons, associates and pupils.
4. By correctness of conduct in and out of school.
5. By ability to win the confidence and arouse the better motives of children.

Disciplinary ability as shown:

1. By ideal of order.
2. By success in attaining proper order.
3. By success in promoting growth of pupils in self-control.
4. By the apparently permanent results in character.

Teaching power as shown:

1. By skill and rapidity in questioning.
2. By aptness and skill in the use of illustrations.
3. By success in holding attention during recitation.
4. By success in arousing interest in the subject studied.
5. By the apparently permanent re-development of pupils.
6. By the amount of special preparation for each recitation.
 - a. Made by the pupil.
 - b. Made by the teacher.

Professional spirit as shown:

1. By enthusiasm in the work of teaching.
2. By sympathy with her pupil.
3. By co-operation and sympathy with associates.
4. By helpfulness and loyalty to official superiors.
5. By discretion in discussing school matters.
6. By willingness to receive criticism.
7. By ability to improve as a result of criticism and suggestions.
8. By punctuality and promptness in attending regular and special meetings, closing recitations, excusing classes, making reports, etc.
9. By attendance and interest in educational matters.
10. By interest in pedagogical periodicals and books.
11. By general attitude toward educational matters.
12. By scientific study and knowledge of children.

Dr. David P. Barrows, director of education in the Philippines, has resigned to become a

member of the faculty of the University of California.

The two year business courses in the Providence, R. I., high schools have been discontinued. It was found that the students who had completed the work were immature and reflected poor credit upon the schools.

Supt. Charles Evans has been re-elected at Ardmore, Okla.

Mr. R. G. Young has been again selected superintendent of the Butte, Mont., schools.

Worcester, Mass. Supt. Homer P. Lewis has been re-elected with an increase in salary of \$250 per year.

Cleveland, Ohio. Supt. W. H. Elson has issued an order to the teachers that the amount of the home work of pupils be reduced. Children from the first to the sixth grades will be required only to prepare their reading and spelling lessons at home. Pupils in the seventh and eighth grades will have reading, spelling and history lessons to prepare. No home work will be given in arithmetic, composition, map drawing or grammar.

Supt. Avery A. Skinner of Oneida, N. Y., has resigned to accept an inspectorship with the New York state education department.

The Wisconsin department of public instruction has begun the publication of a monthly "Educational News Bulletin." Copies will be distributed to the press. It contains a wide variety of school news, official announcements and "uplift" material.

Geneva, Ill. Supt. E. A. Ellis has been re-elected with an increase in salary.

Supt. E. J. Shives of Menominee, Mich., has been re-elected by a unanimous vote of the school board. The members expressed their satisfaction in Mr. Shives' work by increasing his salary to \$2,500 per year.

California. According to the natural interpretation of the new election laws of the state, twenty-three out of the fifty-seven county superintendents of schools will not be able to qualify for re-election.

The prohibition in the new law is concealed in a paragraph declaring that a candidate for office must file with his nomination paper his affidavit stating among other things that he is a qualified elector in the election precinct in which he lives. A woman is not a qualified elector and therefore she cannot run for office.

This means, of course, that not only will the twenty-three women now holding office be unable to succeed themselves, but that all other women ambitious for office are prohibited from getting their names on the ballot.

Ogden, Utah. John M. Mills, an instructor in Weber Academy, has been chosen superintendent of the Ogden schools. He will receive a salary of \$2,250 per year.

PENNSYLVANIA CODE VETOED.

The school code passed in April by the Pennsylvania legislature has been vetoed by Gov. Stuart. The bill was originally drafted by a commission of educational experts, who spent two years in gathering data for the measure. In presenting his veto the governor wrote:

"The bill drafted by the Pennsylvania state educational commission and submitted to the legislature was so changed by amendments during its passage through the legislature, many of the best features of the original draft being eliminated and numerous amendments made which destroyed the harmony of the bill by introducing many contradictory provisions, that it is more than doubtful whether an approval of the bill would be of any benefit to the cause of education in the state."

"Irrespective of this, however, the bill, as certified to me, under the provisions of the

constitution, shows that, in connection with the proviso to Section 203, the printed word 'city' on line 26, was stricken out with the pen and the word 'district' in red ink written above it. Shortly after the receipt of the certified bill I was informed by certain members of the Pennsylvania educational commission that the bill as it finally passed the senate contained the printed word 'city' and did not contain the word 'district,' and that it finally passed the legislature in this form.

"In view of this information I examined into the matter and satisfied myself that the bill as finally passed did not contain the word 'district,' but did contain the word 'city' in the sentence under consideration. To approve this bill, therefore, would be to approve a bill that did not pass the legislature in the form in which it was presented to me for executive action. For these reasons the bill is not approved."

ENFORCES LAWS.

The Ohio School Improvement Federation has, during the spring, conducted a vigorous campaign for the enforcement of school laws in the Buckeye state. Through circular literature and by press notices the federation has called the attention of school boards, particularly in the rural districts, to statutory provisions which are frequently ignored. In brief, the arguments advanced by the federation are: "The state law requires that each youth of school age shall attend a school at least thirty-two weeks in the year, and requires that school boards shall provide the ways and means for conducting schools during the period mentioned. In the event that any board is proved derelict in conforming to the provisions of the school law, each member is liable to a fine of not less than \$25."

That there can be no valid excuse for shortening a term of school, the law provides funds from the state when sufficient money cannot be raised in any district from the local tax levy. This state fund is expressly for the purpose of maintaining a school for the entire period, as the law requires.

There is no excuse for having a teacher worth less than \$40 a month, nor in failing to pay an institute fee, since this is a part of the tuition fund and comes in state aid.

Section 4018 of the school law requires boards of education to employ a janitor, and makes it illegal for teachers to do janitor work without a separate contract as janitor. Boards are required to pay a teacher \$2 a day for attending teachers' institutes when school is not in session. This enables teachers to keep in touch with educational progress. Every one of the above requirements is being violated in many school districts.

The federation, it is stated, contemplates action to bring derelict boards to act in compliance with the law.

Drastic measures have been taken by the school board of Jackson, Mich., to dissolve the secret student organizations in the high school. The board had previously prohibited the use of the school by the fraternities, and in other ways discouraged their formation. It has now made a rule that no student will be granted a diploma or certificate of credits who cannot produce to the superintendent of schools satisfactory evidence that he or she has not been a member of any secret society during the time he or she has been a member of said high school. Pupils who were members before the resolution was adopted must prove that they withdrew within two weeks after the promulgation of the rule.

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SOME ASPECTS OF EDUCATIONAL EFFORT

By PAUL KREUZPOINTNER, Altoona, Pa.

In following the historic development of the educational system of the United States one perceives well defined periods of advancement. These progressive efforts made themselves felt in two directions.

Upon the one hand, uniformity of methods of teaching was aimed at, while, on the other hand, specialization of administrative details and the strengthening of disciplinary measures to make the machinery of school government more effective received increased attention.

The impelling force to produce these effects was the economic necessity of the people of the United States to meet the expanding functions of government in city, state and nation by a more efficient education of the people, to provide food, shelter and clothing for the ever increasing population, and to suit a higher standard of living. History and geography were introduced into our schools when domestic as well as foreign trade demanded a knowledge of the location and characteristics of other countries. Drawing was introduced when the growing production of textile goods demanded an outlet for surplus products of a higher grade and artistic design. Engineering schools multiplied when the opening up of our western territory demanded increasing transportation facilities, covering the country with a network of railroads in place of the antiquated stage-coach and Conestoga wagon. This, in turn, tended to the rapid development of our natural resources, with enormous demands for machinery and labor saving devices, in place of too expensive labor.

Growing Function of the School.

Thus manual training became a pedagogical requirement in the schoolroom to develop those faculties of the mind which thus far had been neglected in the eagerness for purely literary attainments: the faculties of manual dexterity, observation, accuracy, precision as expressed through the activities of the hand and eye.

Thus the inventive genius of the people was stimulated by the school and, in its reciprocal effects, compelled the school to renewed exertion to meet the ethical, the aesthetic and hygienic requirements of changed social conditions, with their demands for comforts and conveniences of living formerly unknown. Nature study, gymnastics, science, singing, commercial subjects and other requirements severely strained the traditions of the schoolroom, taxing the executive abilities of the school authorities to the utmost to devise suitable pedagogic machinery to give these enlarged functions of the school their proper places in the most economic and systematic way. It was like filling a narrow space with delicate machinery, where not only every inch of ground had to be used economically, but where the product of each machine had to be finished in such a way that it could serve as the basis for new operations at the machine following in regular series.

In the development of our school organization the school district, which was the first form of our educational organization, was displaced by state authority of school management for the same reason that the city of the Middle Ages lost its integrity and influence as a political unit and independent power; economic forces had changed the social conditions of the people and the larger governmental and disciplinary functions demanded by these changed social conditions could no longer be met by the circumscribed power of the city

of the sixteenth century, and the state assumed the political power and control, collectively, which was formerly held by each individual city.

Subordination of the Individual Teacher.

The natural sequence of the enlarged functions of the American school, as we find it expressed in the change from the primitive three R's to the surfeit of subjects taught in the twentieth century, was the rise in the efficiency of the teacher and superintendent. The perfection of the administrative machinery and details of execution, and the application of system followed so that the various products of pedagogic effort could pass from one room to the other, from one grade to the other, sufficiently complete to serve as the basis of operation in the next higher grade, or department, without too much hindrance to the final aim of the whole school: the fitness of the boy or girl to take up the struggle for existence in the world and to be able to fulfill the duties and responsibilities toward himself or herself and toward the state and society in the most satisfactory manner.

It is natural and absolutely unavoidable, in the process of adjusting the school machinery to accomplish the aim of the school of the twentieth century, with its complex functions and enlarged sphere of usefulness, that the teacher should largely lose his individuality and independence of action, possessed in the old-time district school, and be obliged to subordinate himself to a system of examination and of classification, without which it would be impossible to secure that unity of action and harmony of purpose by which alone the purpose of the modern school can be attained.

It is true that this required an essential subordination of the individual, this necessary classification and grading for efficiency into numerically-expressed approximate standards and departmental divisions, is contrary to our spirit of democracy and conception of individual liberty of action.

But where the daily and hourly activities of the minds and bodies of regiments and armies of individual pupils are directed towards the accomplishment of one particular aim, as in the school, there must necessarily take place, for the best interest of the final aim, the efficiency of the citizen, an assignment of picked talents to such work for which the greatest fitness is shown by the individual teacher.

Success Dependent Upon Co-operation.

In other words, co-operative action must take the place of individual action in the modern school to accomplish the aim of the school, and individual preferment has to be unavoidably sacrificed for the common good or success is not to be had, and the community, the state and nation will suffer. It may seem to be a contradiction, but under modern social and political conditions of life democracy seems to be served best in the school by a willing submergence of the individual teacher to the will of a concentrated, co-operative mass activity by numbers of picked talents of a like nature for a given line of work which aims toward one common purpose.

With all human activities and transactions carried on upon such an enormous scale as is done at present in the governmental, industrial and commercial affairs of the world, the means, methods and instrumentalities to carry on such enormous transactions and activities with success must necessarily be highly organ-

ized, systematized and specialized. To the degree as individuals, forming part of such a political, industrial or commercial organization comprehend that the success of the whole depends upon the willing sacrifice of the individual to submerge his personal likes and dislikes and characteristics to a co-operative policy and system, to that degree he will retain his individuality and ideals of democracy in the midst of an oligarchic organization.

This statement seems to be anomalous, yet it is true, inasmuch as the modern industrial and commercial organization depends for its success upon the uninterrupted, rapid interchange and exchange of the detailed activities of every department and subdivision of the organization. If this necessary interchange and exchange is not obtainable by an intelligent display of co-operative spirit of the individual employe, high or low, it must and will be obtained by the irritating enforcement of strict rules and detailed regulations. These take away all individuality and sense of democracy, creating mere automatons. Thereby more is lost and nothing gained, as regards the preservation of the democratic spirit, by the refusal to enter into the spirit of co-operation with the plans of the superiors, as long as these plans are found, by an impartial examination of prevailing conditions, to be in conformity with the necessity for success and progress of the business, whatever that is.

Business Aspect of Organization.

Now the school is a social institution. It is affected by the environments, the conditions of life, the degree of intelligence, the virtues and vices prevailing among the people.

It is a business concern with large and varied expenditures of the taxpayers' money, whose children will be cheated out of their rights and their struggle for life made harder to the degree as the education is curtailed by the inefficiency of the school if that inefficiency is due to preventable causes in the form of deficient organization through inefficient superiors, or to the absence of the proper co-operative spirit and training in the teachers.

A modern school system of a city does not differ in the principle of organization from a large industrial establishment, except that in the latter few only work with their brains, but most of those engaged work with their hands, while in the school plant nearly all work with their brains and but few work with their hands. There are the various departments and subdivisions and there is the same necessity, as in a highly organized industrial plant, for the efficient interchange and exchange of the products of the various departments and grades as there is in a large industrial concern.

As an example of what has been said, we may take the efforts now being made in widely different parts of the country to classify the teachers, according to their abilities, as good, indifferent and poor, or to make them all holders of permanent certificates.

Classification of Teachers.

The concerted action, without previous arrangement, of school superintendents, east and west, to make the schools more efficient by classifying the teachers according to ability, indicates a widespread economic necessity upon a national scale to obtain the largest share of pedagogic efficiency for the least expenditure of the taxpayers' money.

Thus we see how the purely business character of the modern school plant obtrudes itself

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REQUIREMENTS FOR VACUUM CLEANING.

The cleaning of school houses and other public or private buildings of large dimensions by the vacuum system has suddenly sprung into popularity. Everywhere the subject of installing devices which absorb dust and dirt more effectually than any method yet invented is under consideration.

But, there are devices and devices, methods and methods—some good, many of them weak, ineffective and unserviceable. The very popularity of the better class of apparatus has placed in the market a long list of inferior ones. The trailer and camp follower is on hand and reaps a harvest, owing to the newness of the subject of vacuum cleaning and the splendid achievements in that field.

Those entrusted with the duty of selecting and purchasing a cleaning device or apparatus should examine the field carefully before purchasing. There are some twenty or thirty different machines in the market, the greater number of which are worthless. Many of these look well, but are flimsily constructed and planned upon a wrong mechanical basis. Although their first cost is low, they usually cost three times as much in repairs and in the annoyance caused by inefficiency, than will a first-class machine.

It would be difficult, without some knowledge on the subject, to point out just what machine to discard and what machine to buy. But certain standards may be fixed which will enable the prospective purchaser to make a choice.

Safe and proper cleaning devices must not only carry off all the dust and dirt which they disturb, but, to be thoroughly sanitary, they must also carry off and dispose of all the foul air that they disturb, and in this connection it might be mentioned that *all* air which is disturbed in cleaning operations is foul and dangerous. For this reason the use of any cleaning mechanism which mixes this dangerous fine dirt with the air assembly rooms, or living rooms of any sort, is done in criminal disregard of medical opinion.

The above being true, it, of course, eliminates from consideration every cleaning device which completes its operation of inhalation and exhalation in the air of the room itself, as distinguished from that class of devices which altogether remove the foul air, along with the entrained dust and dirt, drawing them entirely outside through air-tight receptacles and discharging the foul air, when separated from the dust, through a chimney flue or into the open air.

School Board Journal

Outside of their ineffectiveness some of the "toy cleaners" are positively dangerous. Proper cleaning means that all dust and dirt must be removed from the rooms—not merely taken out of the floor and then blown about the rooms.

Before the dust and dirt can be removed, it must be dislodged and picked off from the surfaces to which it adheres. To accomplish this, intensity or force is required. In public places dust and dirt become more ingrained and are made to adhere with greater tenacity to all surfaces than is the case ordinarily, and it naturally follows that more than ordinary intensity and force will be required for properly performing the operation of cleaning.

As areas to be cleaned in public places are generally quite extensive, and as the time during which cleaning operations can be carried on is generally limited—especially so in schools—*capacity* is required in the apparatus. In practice it has been found that a certain intensity of suction is necessary. The present standards for this intensity have been established on a basis represented by the speed of air rushing into a vacuum, whose force is capable of sustaining a 10-inch column of mercury. Roughly speaking, this represents an air density two-thirds that of the normal atmosphere. It also has been found that the capacity required was that which would put each operator in control of a tool, the aperture of which would permit an inflow of about 60 cubic feet of free air per minute. Thus, for a standard vacuum cleaning system, the intensity and capacity above mentioned have become the established requirements. Anything less than these represents proportional inefficiency.

In school buildings sanitary cleaning is plainly of the utmost importance, for young, immature humanity is on the whole more susceptible to the baneful effects of germ-poisoned dust than older and more mature, rugged people.

The cleaning of school buildings involves special requirements. Here the surfaces to be cleaned are very much obstructed by the multitudes of desk legs screwed to the floors. In a school building of from 14 to 20 rooms, which accommodates from 700 to 1,000 pupils, each pupil is supplied with a desk having four metal legs. There are, therefore, from 2,800 to 4,000 fixed obstacles, omitting chairs and tables, around which the janitor must sweep each day. Experience has shown that a vacuum sweeping plant, which is not especially adapted to schoolroom needs, is really of no use whatever for this sort of work.

The vital specifications for a schoolroom cleaning plant, operating by the vacuum method, must involve all of the foregoing requirements to be worth anything at all. To omit these is to squander money and invite failure. We will enumerate these requirements specifically:

1. A vacuum producer capable of maintaining a vacuum of 10 inches mercury.
2. A dust separator of sufficient capacity, located preferably in the basement, which is air-tight and dust-tight.
3. A system of smooth-bore vacuum piping to be permanently installed in the building, the fittings of which must be specially made, enabling the construction of a conduit perfectly smooth from intake to discharge.

4. A series of cleaning tools having bristle ends to loosen and gather the dust from around desk legs and other obstructions, and which are so constructed that the suction force extends its influence at least two or more inches beyond the ends of the metal parts.

5. Handles for these tools, so constructed and shaped as to enable the janitor to clean under a number of seats at one stroke, instead of having to insert the tool beneath each separate desk at right angles to the aisles.

6. The entire system, from intake to discharge, including the vacuum producer, made for the service of a lifetime, and which shall include an automatic controlling device, enabling the janitor to turn on and shut off power, without being compelled to lay down the tool and go to some other part of the building when he wishes to discontinue work temporarily, by means of which power is conserved and money saved in operation.

SEND DELEGATES TO DENVER.

All city and village boards of education in the United States are invited to send delegates to the meetings of the "Department of School Administration" (School Boards) of the N. E. A., at the Denver convention, July 5th to 9th. Resolutions should be introduced in every board, authorizing the chair to appoint one or more members to represent the board at the meeting. The expenses should be defrayed out of the school funds, just as the superintendents' trips to the "Department of Superintendence" are met. The expenditure is a legitimate school item.

The program which has been prepared for the department promises to be both interesting and instructive. The topic chosen for the first session is that of vocational training, which, at present, is uppermost in the minds of both economists and educational authorities. The second session will consist of addresses and discussion on school architecture, on the newer functions and relations of school boards, and on state and local school taxation. The general program of the association also contains a number of most interesting features for school boards. These will be found on page 13 of this issue.

Delegates to the convention should be instructed to make reports on the meeting to their respective school boards. The entire body may thus benefit by having the discussions brought home to them.

THE SCHOOL GARDEN.

The school garden had its origin in Europe many years ago. If we may believe tradition, the first school gardens were extremely utilitarian in character. They were planted to increase the income of the teacher or reduce his expenses by furnishing him vegetable products. About forty years ago the educational advantages of the garden for the child supplanted the purely material benefits to the teacher, and the school garden, as we now understand it, was originated.

In America the movement was begun in Roxbury, Mass., and has gradually spread all over the country. Practically all important cities now have several successful gardens. We may thus mention St. Louis, Chicago, Omaha, Cleveland, Washington, D. C., Rochester, Worcester, Philadelphia, New York City, etc.



Minnesota Enacts an Anti-Cigarette Law.



Cartoonist McCutcheon's Idea of the College Graduate.



The Graduate Diagnoses the World's Ills.—Life.

In Cleveland, special gardens are provided for all the defective children enrolled in the public schools. In Hyannis, Mass., the products of the vegetable products are sold and the returns deposited for the children in savings banks. The Normal school there prepares teachers to conduct and supervise gardens.

Educators in general justify the necessity and existence of the school garden from the following benefits which accrue from it:

The school garden takes the child into the fresh air and sunlight, and brings him into close instructive contact with nature.

It gives the urban child familiarity with the processes whereby plants germinate, grow and mature.

It cultivates habits of observation and industry.

It keeps children off the streets by giving them something of their own to be interested in.

It develops the spirit of ownership.

It introduces respect for the gardens of others and this reduces the amount of despoilation in the community.

It has a marked effect upon theft.

It is practical, because it permits of participation in educational processes by supplementing the study of books.

It teaches children the value of work and develops a healthy competition.

Considering these benefits, it can hardly be maintained that the school garden is a fad. The experience of Germany, France, and other European nations, where gardens flourish,

have disproved such a fallacy. School gardening is well worth trying.

A "SCHOOL SUPPLIES" EDITION.

The July issue of the School Board Journal will be devoted in a special manner to the subject of school supplies.

Our aim in publishing such a number is to bring to the foreground the best articles of apparatus and equipment now on the market, to encourage the proper furnishing of school buildings, and to discourage the use of antiquated material.

The sums of money spent annually for educational equipment and supplies is enormous and constitutes not a small portion of the entire outlay for the schools. The economical purchase of these materials is, therefore, an important duty of school boards and of their paid officials. It appears still more important when we consider the disturbing effect upon school work of poor charts and maps, of ill-fitting desks and furniture, of unreliable apparatus, etc.

The "School Supplies" number will be designed to serve in a modest manner as a guide to the purchasing school officials in placing orders for new and old buildings. Descriptive matter and illustrations of late improved articles, and lists of dependable manufacturers, jobbers and retailers will be presented.

The Chicago school board has "had it out" with the book publishing houses and found that it is not being overcharged for the books which it purchases. For several months mem-

bers of the board raved in the newspapers about the robberies of the publishers. The latter were ominously silent and when called before the investigating committee brought books and documents to show that they had not been discriminating against Chicago and then the bubble burst.

The "small school board" of Cincinnati has been ousted and the "big board" will go in again. The supreme court of Ohio recently refused to stay the order of the circuit court finding the small body unconstitutional.

THE TEACHER'S OPPORTUNITY.

A tremendous responsibility faces the teacher when she realizes that the children seated at the desks represent the United States of the next twenty-five years. It is a great task that she has before her, but one of which she may well be proud. It is not so long ago that the home counted most in character building. Now it is the school, and the pupils seated before the teacher are the coming citizens of the country, and their destinies, perhaps, are in her hands. Parents now depend upon the public schools for everything, even for the making of the future citizenship of the country.

The hour of nine o'clock is the critical hour of this nation, for then the children are starting to school all over the world, to be made into future citizens. It is the hour that marks the destinies of mankind. Once each year all America should pause from its labors at this hour, as it did on the day a great president was laid at rest, and breathe a prayer for the future that the teachers are developing in the children of the schools of the land.—Flavel S. Luther.



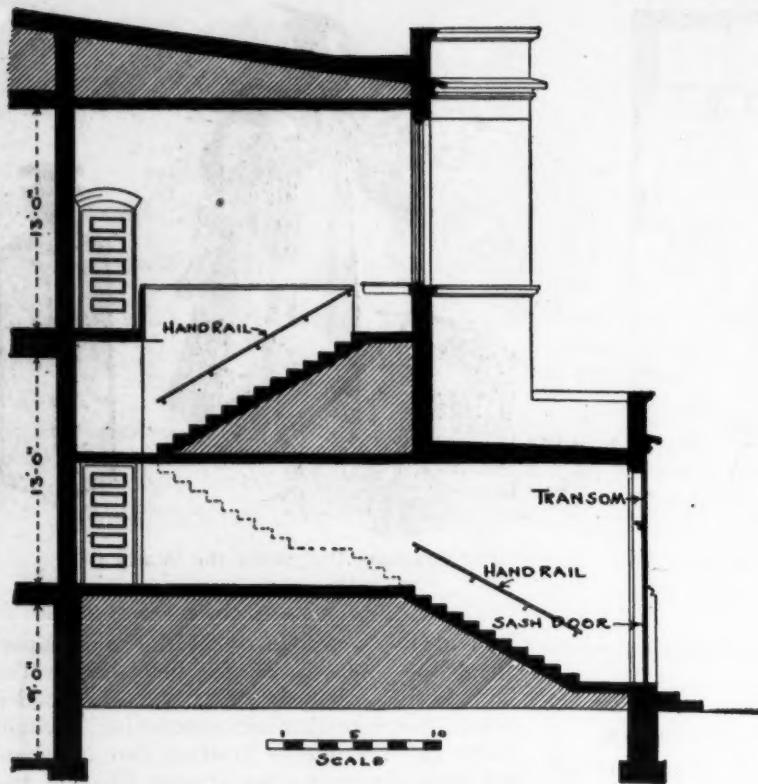
A Cause of Delay in Schoolhouse Construction.



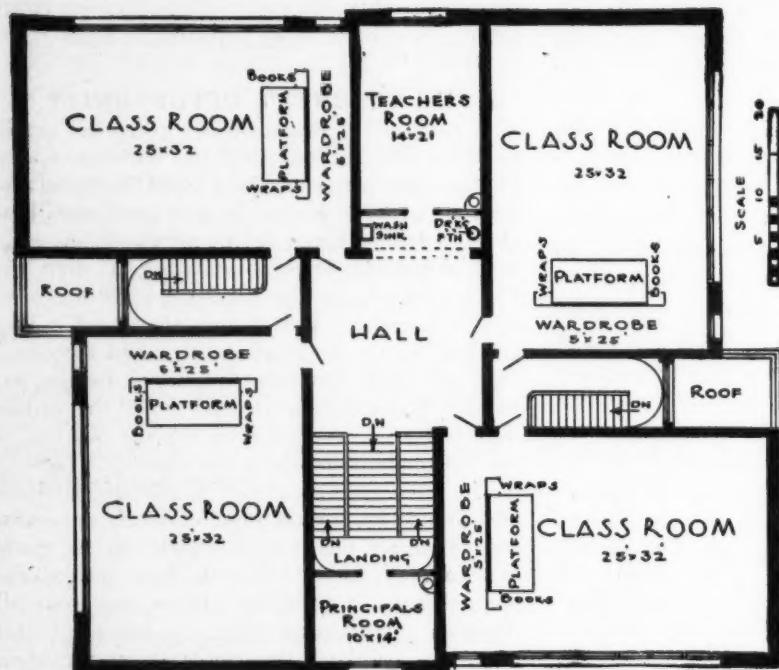
Flag Day.



The Pennsylvania School Code is Vetoed.



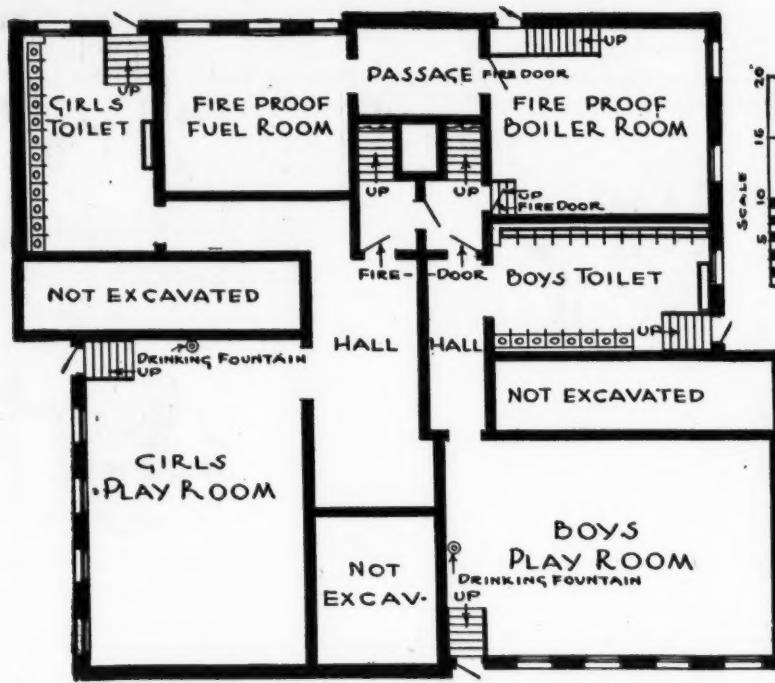
HALF-SECTION, OHIO MODEL FIRE-SAFE SCHOOL BUILDING,
Showing the Enclosed Fire Stairways, Designed under the Direction of Mr. J. H. Morgan,
Chief Inspector of Workshops for Ohio, Columbus, Ohio. (See page 12.)



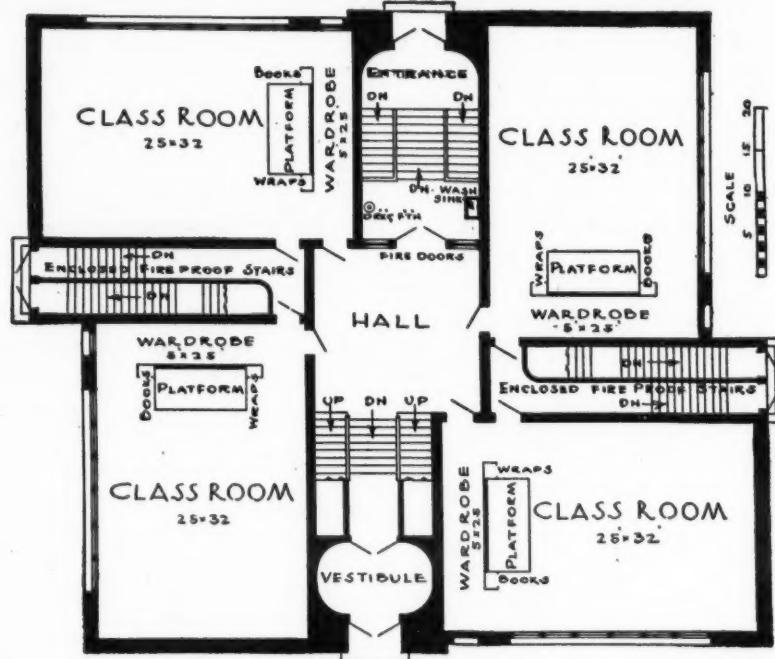
SECOND FLOOR PLAN, MODEL OHIO FIRE-SAFE SCHOOL BUILDING.



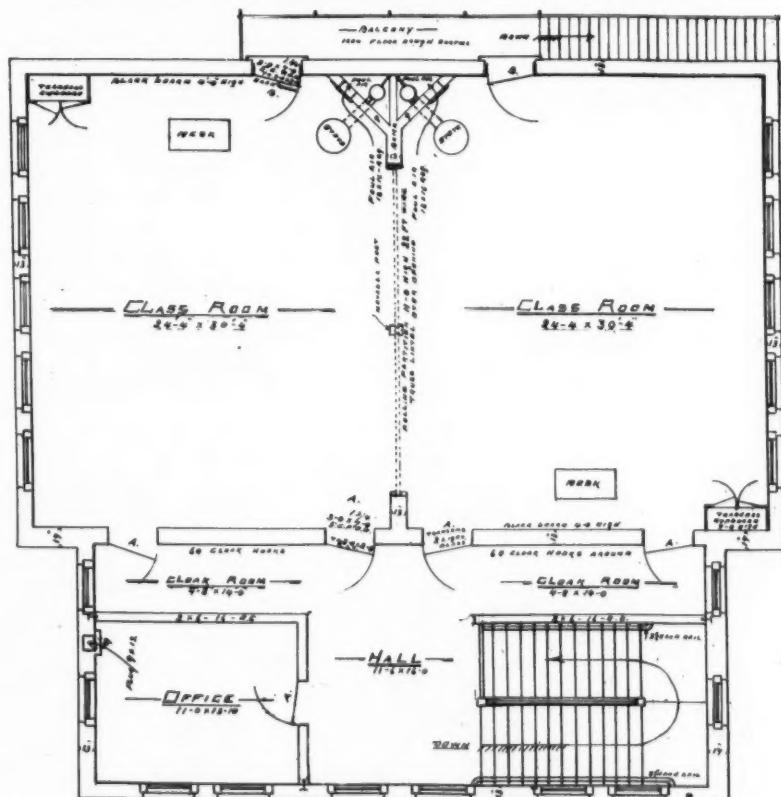
NEW PUBLIC SCHOOL 156, BOROUGH OF BROOKLYN, NEW YORK CITY.
Designed by Mr. C. B. J. Snyder, Architect for the Board of Education.



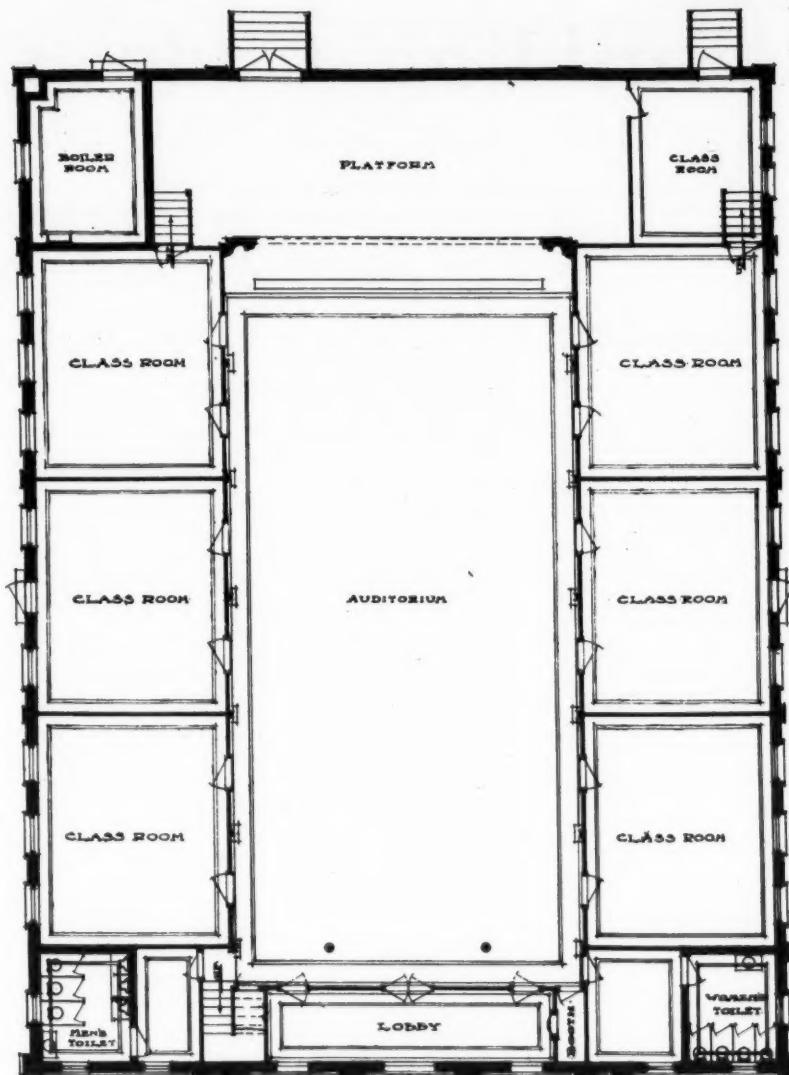
BASEMENT PLAN, MODEL OHIO FIRE-SAFE SCHOOL BUILDING.



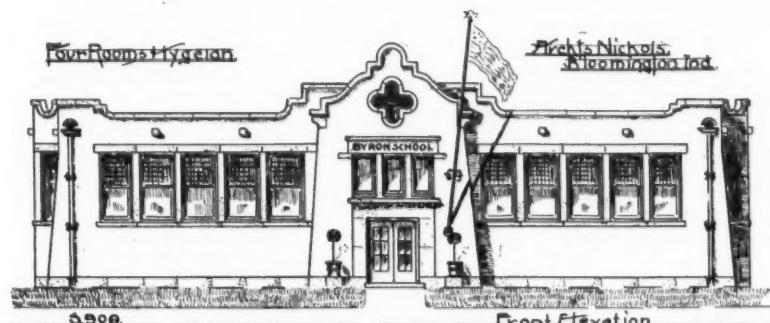
FIRST FLOOR PLAN, MODEL OHIO FIRE-SAFE SCHOOL BUILDING.



SECOND FLOOR PLAN, NEW SCHOOL, PANACA, UTAH.
Mr. T. T. Davies, Architect. (See next page.)



FLOOR PLAN, NEW SCHOOL, FOR THE CHURCH OF OUR LADY OF PEACE,
NEW YORK CITY.



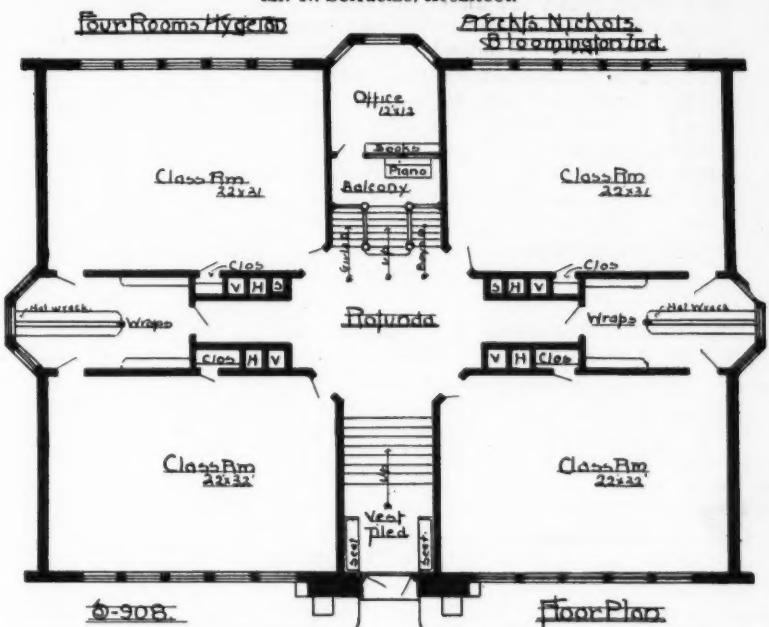
NEW SCHOOL, BYRON, RIPLEY COUNTY, IND.
Architects Nichols, Bloomington, Ind.



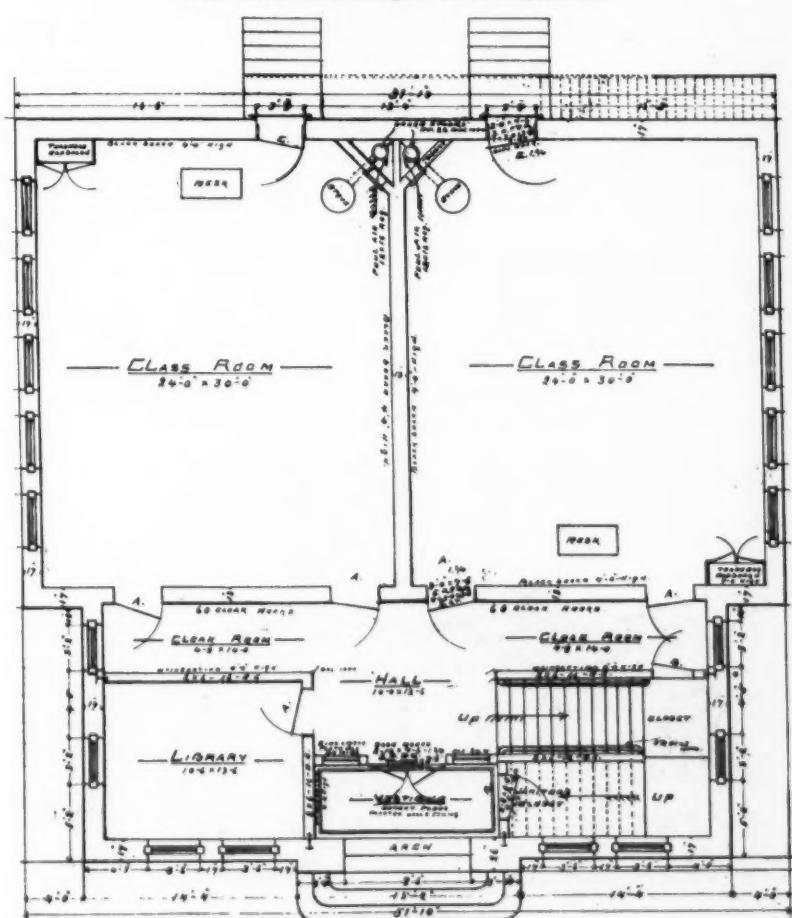
FRONT ELEVATION, NEW SCHOOL, PANACA, UTAH.
(See page 10.)



SCHOOL FOR THE CHURCH OF OUR LADY OF PEACE, NEW YORK CITY.
Mr. N. Serracino, Architect.



FLOOR PLAN, BYRON SCHOOL.
Architects Nichols, Designers, Bloomington, Ind.



FIRST FLOOR PLAN, NEW SCHOOL, PANACA, UTAH.
T. T. Davies, Architect, Provo, Utah.

The Ohio School Building Code

The Collinwood disaster, in which one hundred and seventy-five children lost their lives about a year ago, naturally led to some drastic legislation affecting the construction of school buildings in the state of Ohio.

The provisions of the laws enacted have recently been formulated in a "building code" compiled by Mr. J. H. Morgan, chief inspector of the Ohio State Department of Inspection of Work-shops and Public Buildings. The code represents the first complete standardizing of the school architecture of an entire state. It is true that other states have supervision over the erection of schools; none, however, has gone into such exhaustive detail as the new law of Ohio.

In connection with the code Mr. Morgan has prepared model plans for an eight-room school (see page 10), which embodies all of the legal requirements. It is of second class construction and contains enclosed fire-proof stairways in addition to the ordinary service stairs. The hallways have been reduced to a minimum; and a flat roof has been planned to obviate the usual expensive pitched roof. In everything, attention has been given to minimize cost so as not to exceed, to any considerable amount, the cost of old types of buildings.

The principal features of the Ohio code are as follows:

Classification According to Construction.

First Class Construction. Fireproof Buildings. This classification includes such buildings as are built entirely of incombustible, fire and water proof material, with all metal structural parts thoroughly fireproofed, except that the floors, doors, windows and the usual trim of rooms are of ordinary construction.

Second Class Construction. Composite Buildings. This classification includes such buildings as have the inclosing walls and roof covering of incombustible materials with doors, windows and frames of wood, and the interior walls of brick; or, columns and girders made of fireproofed iron and steel; the floor construction of wooden beams.

In buildings of this class a single thickness of metal lath or furring and hard incombustible plaster will be deemed sufficient protection for iron and steel columns and girders.

Third Class Construction. Frame Buildings. This classification includes such buildings as have the inclosing and interior partition walls constructed entirely of wood. Wood frames covered with a veneer will be included in this class.

Classification Required According to Height.

Where the basement ceiling is 6 feet (six feet no inches) or more above the grade line the basement will be rated as the first story.

All buildings over two stories high shall be of No. 1 (fireproof) construction.

All buildings two stories or less in height

(except buildings of the third class) shall be of No. 2 (composite) construction.

All buildings one story high, without basement and with the floor line not over three feet (three feet no inches) above the grade line, can be of No. 3 (frame) construction.

Auditoriums.

Any room where more than one hundred (100) persons can congregate will be considered an assembly room.

No assembly room can be located above the second story in buildings of the first class, above the first story in buildings of the second class; or in any building of the third class.

One balcony may be used in connection with auditoriums, provided the same has means of egress in the same proportion as called for, for school rooms.

Dimensions of School and Class Rooms.

Floor Space. The minimum floor space per pupil to be as follows: Primary gr. des 12 (twelve) square feet per pupil.

Grammar grades 16 (sixteen) square feet per pupil.

High schools 18 (eighteen) square feet per pupil.

Height of Stories.—Basement play and toilet rooms to be not less than eight feet high.

Class rooms, 20 feet, 0 inches (twenty feet, no inches) wide and less, 11 feet 0 inches (eleven feet, no inches) story.

Class rooms 20 feet, 1 inch (twenty feet, one inch) to 24 feet, 0 inches (twenty-four feet, no inches) wide, 12 feet 0 inches (twelve feet, no inches) story.

Class rooms 24 feet, 1 inch (twenty-four feet, one inch) to 28 feet, 0 inches (twenty-eight feet, no inches) wide, 13 feet, 0 inches (thirteen feet, no inches) story.

Heater Room.

For Buildings of First and Second Class Construction: Furnaces, hot water heating boilers and low pressure steam boilers may be located in the basements, provided the heating apparatus, breeching, fuel room and firing room are inclosed in fireproof apartments, with masonry walls not less than one foot 1 inch (one foot one inch) thick; with ceiling of reinforced concrete, brick or hollow tile arches, and provided with self-closing (not automatic) fire doors of a type as approved by the National Board of Fire Underwriters.

No boiler or furnace shall be located under stairways or corridors.

Exits.

Buildings of First Class Construction: Exits from rooms in the superstructure shall be in the proportion of 30 inches (thirty inches) in width to every fifty persons or fraction thereof; but in no case shall an exit be less than 3 feet 0 inches (three feet no inches) nor more than 6 feet 0 inches (six feet no inches) wide.

No fire escapes or stair towers will be necessary in buildings of first class construction, and all exits shall lead to the corridors.

Each basement room shall have a direct exit not less than 3 feet 0 inches (three feet no inches) wide, with stone, cement, or iron stairs leading up to the grade line. Areaways around stairways shall have substantial hand rails and guards on both sides. These exits are to be in addition to the usual service stairways and means of ingress.

Buildings of Second Class Construction: Each room in superstructure used by pupils, or the public, shall have at least two separate and distinct means of egress.

Two doors or openings leading into the same hall or corridor will be considered as only one means of egress.

Communicating doors between any two class rooms will not be considered as a means of egress.

The proportion of exits to the seating capacity shall not be less than 30 inches (thirty inches) to each fifty persons or fraction thereof. One-half of the exits shall lead to the main corridors, and the other half to fire escapes or inclosed fireproof stairways. No exit shall be less than 3 feet 0 inches (three feet no inches) or more than 6 feet 0 inches (six feet no inches) wide. Each room in the basement shall have a direct exit not less than 3 feet 0 inches (three feet no inches) wide, with stone, cement or iron stairs leading up to the grade line.

Areaways around such stairways must have substantial hand and guard rails on both sides.

These exits are to be in addition to the usual service stairways and means of ingress.

Buildings of Third Class Construction: Each room shall have at least two three-foot exits; one leading to the open, with steps to the grade, and the other the usual means of ingress; all steps to have handrails on both sides.

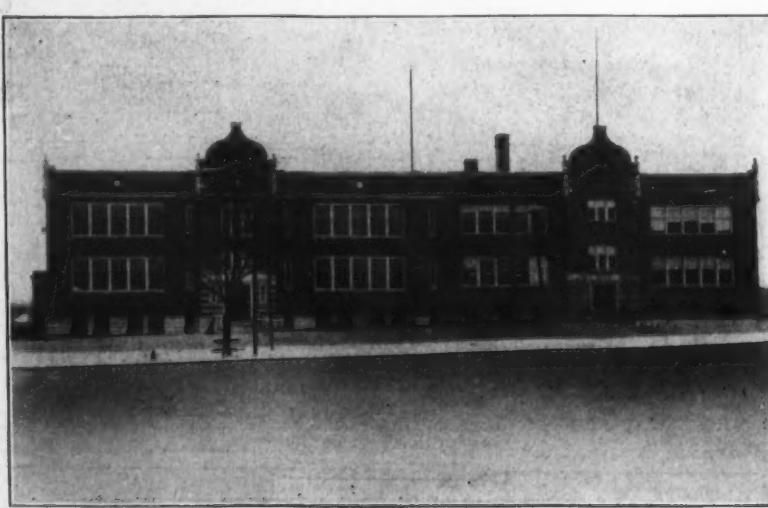
Stairways.

Buildings of First Class Construction: Buildings of first class construction shall have at least two stairways located as far apart as possible; the same to be continuous from the grade line to the topmost story. No further means of egress will be necessary.

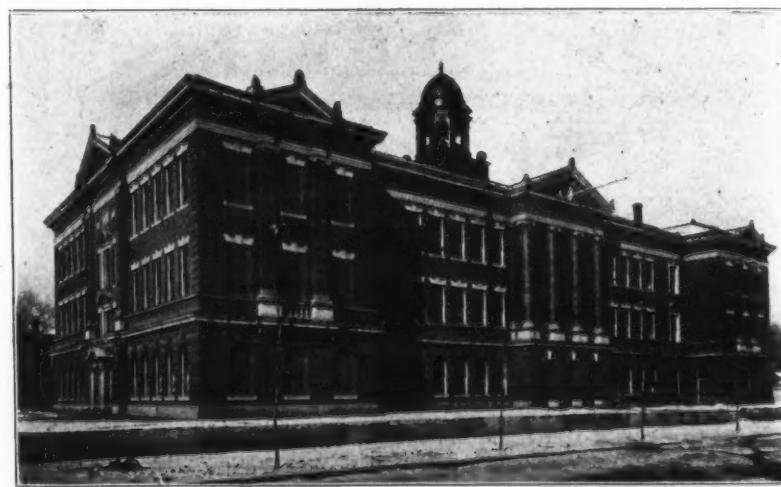
Stairways must be separated from main corridors by self-closing doors at each story.

Buildings of First and Second Class Construction: No basement stairway shall be placed under nor within twenty feet of any stairway from the first to the second story, except under the following conditions, viz.: Basement stairs may be placed under a first-story stairway only when a grade line platform, open to the air, is inserted and no direct connection is made between the stairway below the platform and the one above the same.

Inside stairways from the basement to the first story shall be inclosed in masonry walls not less than 1 foot 1 inch (one foot one inch) thick, with fireproof ceiling or soffit above, and be provided with a self-closing fire door, as approved by the National Board of Fire Underwriters, which shall be placed at the head and



THE RICE SCHOOL, CLEVELAND, O.



THE EVANS SCHOOL, DENVER, COLO.

foot of the stairway; the steps shall be of iron or concrete.

Width of stairway shall be at the rate of 30 inches (thirty inches) per hundred persons or fraction thereof.

No stairway shall be less than 3 feet 6 inches (three feet six inches) nor more than 6 feet 0 inches (six feet no inches) wide; or have less than three nor more than sixteen risers in any run.

No stairway shall have winders and all nosings shall be on a straight line.

Maintain a uniform width in all stairways and stair platforms by rounding the corners and beveling the angles.

Provide hand rails on both sides of all stairways and steps.

Stairways shall have a uniform rise and tread in each run, viz.:

Primary schools to have not over 6-inch (six-inch) rise nor less than 11-inch (eleven-inch) tread.

Grammar schools to have not over 6½-inch (six and one-half-inch) rise or less than 11-inch (eleven-inch) tread.

High schools to have not over 7-inch (seven-inch) rise or less than 10½-inch (ten and one-half-inch) tread.

The above dimensions to be the cut on the stair horse.

All treads shall be covered with rubber or lead mats.

(Concluded in July Issue)

THE N. E. A. CONVENTION.

A program the equal of the best which the association has had, low railroad rates, complete facilities for the entertainment and care of fifty thousand visitors, unrivaled side trips, and numerous summer schools after the convention —are the inducements which Denver holds out to the school people of the nation for the forty-seventh convention of the National Education Association.

School board members will be particularly interested in the following features of the program:

President's Address: The Need, Scope and Character of Industrial Education in the Public School System.—Lorenzo D. Harvey, Menomonie, Wis.

The Call to Citizenship.—Nicholas Murray Butler, President of Columbia University, New York City.

Report of Committee on Provision for Exceptional Children in the Public Schools.—James H. Van Sickle, Superintendent of Schools, Baltimore, Md., Chairman.

Report of Committee on the Culture Element and Economy of Time in Education.—James H. Baker, President of the University of Colorado, Chairman.

Report of Committee on Co-operation With Educational Organizations in Other Countries.—Elmer Ellsworth Brown, Commissioner of Education, Washington, D. C.

Has the American College Failed to Fulfill

Its Function? (1) Albert Ross Hill, President University of Missouri, Columbia, Mo.

The Adjustment of Our School System to the Changed Conditions of the Twentieth Century.—Edwin G. Cooley, Boston, Mass.

The Place and Practice of Nature Study in the Elementary School.—Clifton F. Hodge, Clark University, Worcester, Mass.

Application of the Household Arts and Sciences to the Elementary School.—Mrs. Ellen H. Richards, Massachusetts Institute of Technology, Boston, Mass.

The Ethical Value of the Vocational in Secondary Education.—Frank H. Hall, Superintendent of Illinois Farmers' Institutes, Aurora, Ill.

Athletic Competition in College and Preparatory School, or Competition Preparatory to Entering College.—William F. Slocum, President of Colorado College, Colo.

Report of Committee on the United States Government Materials (Publications, etc.) That Are Usable in Secondary Education.—Wesley N. Clifford, Southern High School, Philadelphia, Chairman.

Why Children Play.—Will Grant Chambers, Professor of Psychology, State Normal School, Greeley, Colo.

What Children Play.—Luther H. Gulick, President of Playground Association of America, Metropolitan Building, New York.

The Child in School Work.—John A. Bergstrom, Department of Education, Leland Stanford University, California.

The Child in Home Work.—W. S. Small, Eastern High School, Washington, D. C.

The Child in Industry.—Owen R. Lovejoy, Secretary of National Child Labor Association, 105 East 22d St., New York, N. Y.

Music a Factor in Civilization With the Immigrant Child.—Frank Damrosch, President, Institute of Musical Art, New York City.

The Constitution of the Ideal School Board and the Citizen's Duty Toward It.—Mrs. Helen L. Grenfell, Field Lecturer, State Agricultural College, Fort Collins, Colo.

Full information concerning the program, railroad rates, hotels, etc., may be had by writing to Mr. W. F. R. Mills, local secretary N. E. A., Denver, or Dr. Irwin Shepard, secretary N. E. A., Winona, Minn.

SCHOOL SAVINGS BANKS.

It was twenty-four years, in March, since the first school savings bank was opened by Mr. J. H. Thiry of Long Island City, N. Y.

Mr. Thiry, at that time a local school commissioner, arranged to have the teachers of the district school under his charge receive the pennies and nickels of their scholars. He personally conducted the business of the banks and invested the funds in local commercial banking establishments.

Since that time the idea has spread to 114 cities and villages, including 1,163 separate school buildings and 6,765 classes. On January 1st, 1909, there were 186,828 depositors in the school banks, with a credit of \$744,904.73 upon the books. In all, deposits amounting to \$4,609,431.35 have been recorded, and \$3,864,526.62 have been withdrawn.

The largest number of depositors in any one city are found in New York, where 71,000 children have accounts. The largest balance is in Pittsburgh, where 25,000 children are credited with \$101,653.57.

Other cities which have made a prominent success of savings banks are:

City.	Depositors.	Deposits.
Long Island City, N. Y.	2,481	\$ 35,361.77
Norristown, Pa.	2,000	30,378.60
Chester, Pa.	1,820	32,345.77
Buffalo, N. Y.	3,804	2,643.14
Springfield, Mass.	3,000	4,192.56
Grand Rapids, Mich.	3,790	38,966.27
St. Paul, Minn.	4,277	2,267.82
Pittsburg, Pa.	25,000	101,653.57
Bangor, Me.	3,000	4,192.56
Winnipeg, Can.	2,900	14,807.05
Toronto, Can.	5,100	7,000.00
Toledo, Ohio.	6,050	87,000.00
Spokane, Wash.	2,875	19,399.83
Somerville, Mass.	6,000	5,153.31
Minneapolis, Minn.	11,246	8,385.86
Youngstown, Ohio.	4,058	12,965.09
New York, N. Y.	71,000	38,197.69

READING EDUCATIONAL JOURNALS.

In explaining the work of the Louisiana School Board Association, at the recent annual convention, Dr. N. P. Moss, its president, said:

"Another activity of our association in the past which is deserving of special mention, on account of its important bearing upon progressive school administration, has been the encouragement of the reading of educational journals by members of school boards. This is an excellent means of stimulating interest in school work and of arousing a deeper sense of the obligations and responsibilities resting upon those entrusted with the direction of the education of our youth. Impressed with the wisdom of such a course, a number of school boards made special appropriations for the payment of subscriptions for their members, for the Louisiana School Review and the American School Board Journal. This is a perfectly legitimate employment of school funds, and reflects credit upon the boards displaying such good judgment and progressive spirit. Activity of this kind can not fail to bear good fruit and should form a regular part of the work of the association in the future."



BROOKSIDE PUBLIC SCHOOL, BLOOMFIELD, N. J.



NEW HIGH SCHOOL, CLARKSVILLE, TENN.

KINDERGARTENS

By SUPT. CHARLES S. FOOS, Reading, Pa.

The kindergarten is a school for teaching children between the ages of four and six years by the use of things that please them without any conscious study on their part. Songs, stories, pictures, games, blocks and natural objects are used in a carefully planned course of play under the leadership of a trained woman. The founder, Friedrich Froebel, used the name child's garden because his ideal schoolhouse stood in a garden where the children could play in the open air, plant seeds, have a few animal pets and be told stories into which were woven simple truths about the natural objects around them. Schiller has well expressed Froebel's thought by saying: "Deep meaning oft lies hid in childish play."

Froebel used his methods in small private schools in Germany, opening the first school in 1817. His patrons were pleased with his work, but the school authorities gave him no encouragement, because his plan was founded on two principles previously unknown, namely, female school teachers and play in school. Switzerland, then the only republic in Europe, was the first country to introduce kindergartens into the public schools, doing so in 1834 under the direction of Froebel himself. In 1851 the Prussian government forbade the use of kindergarten methods in public schools. Four years after this France added kindergartens to her school system. During the past forty years Germany has changed her attitude and today leads the world in kindergarten training. Froebel, in 1836, asserted that the United States, with its freedom, patriotism and home life, was the place best fitted to profit by his message. After fifty years his prophecy has been verified. Kindergarten work in the United States, begun just fifty years ago in a private school in Columbus, Ohio, is now an important part of the public school system. In this half century it has been carried on in private kindergartens, charity kindergartens and public kindergartens. Notable large institutions conducting private kindergartens are the Shaw school, Boston; Pratt Institute, Brooklyn; Teachers' College, New York, and the School of Education, Chicago. These, with numerous successful small private kindergartens, have exercised a potent influence in shaping the work and in forming public opinion concerning the value of the system of Froebel.

Charity kindergartens were opened in New York in 1876 by the liberality of citizens interested in uplifting the poor children of that city. Since then New York philanthropists have established and maintained one hundred free kindergartens of a charitable character. Boston, Cincinnati, Philadelphia, Chicago, Pittsburg and San Francisco people have also been liberal in support of similar charity movements. Pittsburg presents an unusual case, in which a private association employs a supervisor of kindergarten and conducts a training school for teachers and kindergartens in public school buildings, the school board making an annual appropriation toward maintenance.

St. Louis opened the first successful public kindergartens in 1873. Since that date St. Louis has been so well satisfied with kindergartens that today it has one hundred and twenty-five kindergartens distributed in seventy-eight school buildings. Milwaukee introduced public kindergartens in 1882; Philadelphia in 1887; Boston in 1888; New York in 1893. Today Boston conducts one hundred twenty-five public kindergartens; Philadelphia two hundred and seventy-five, and New York five hundred and fifty. Of one hundred cities interrogated in

the United States, eighty-five responded. Of these I find that sixty-five have public kindergartens for children varying from three to six years of age. Fifty-four of these have two teachers in each room, the average number of pupils per room being twenty-five. As a rule one session is held each day, usually in the morning from 9 to 12 o'clock. St. Joseph, Mo., and Lynn, Mass., have two sessions for pupils. In New York City and several other cities, however, two sessions are held daily, different groups of children attending morning and afternoon. Forty one of the cities interviewed have a supervisor of kindergartens and all have teachers specially trained for their work. Salaries average \$525 per teacher. The government official reports show that more than 80 per cent of the cities and towns of the United States have public kindergartens. Of the cities selected for investigation the following have no kindergartens. Wilmington, Del., York, Pa., Charleston, S. C., McKeesport, Pa., Quincy, Ill., San Antonio, Tex., Lawrence, Mass., Harrisburg, Pa., Savannah, Ga., Springfield, Ill., Allentown, Pa., Elmira, N. Y., Chester, Pa., Williamsport, Pa., Nashville, Tenn., Columbus, Ohio, Memphis, Tenn., Indianapolis, Ind. Of these, three cities are larger than Reading. Some of these cities, however, have extensive charity and private kindergartens. In consequence of the fact that no replies were received up to the time of writing this report, the following cities are not included in these estimates: Mobile, Bridgeport, Atlanta, New Orleans, Holyoke, Detroit, St. Paul, Omaha, Lincoln, Schenectady, Poughkeepsie, Portland, Richmond and Seattle.

The reports from various cities show that in general kindergarten equipment includes a piano, a table for every ten pupils, a chair for each pupil, colored worsted balls, simple geometrical forms in wood, cardboard tablets, colored sticks, metal rings, materials for drawing, perforating, embroidering, paper cutting, braiding, folding and modeling. Of course, many cities have special equipment peculiar to their own schools. In the cities considered the average cost of original equipment was \$400 per room, including a low priced piano, and the average cost per room per year for maintenance, including teacher, \$750.

The kindergarten has been held to account for all sorts of vagaries and misapplications of its methods in the school and out of it. Many think that the object of kindergarten education is amusement and allurement. The real aim is, first, to define for parents and teachers the proper ideals concerning the pleasures and duties of a child; and, next, to present these ideals in forms and by methods that appeal to the normal ability of a child, absorbing his interest without imposing upon him any conscious effort.

A child's play is full of effort. Instead of being a diversion, play for the child is the serious business of life. Play is to the child what work should be to the man. It differs only in not being of immediate commercial value. Children work very hard at their play. The kindergarten, therefore, starts the child with its natural occupation and thereby leads its will and forms its habits by giving careful direction to play.

The spirit of the kindergarten consists of the intimacy of teacher and pupils in such a manner that the teacher can act as the mother should in taking part in all the children do, being the natural leader instead of the head of a system of exacting discipline. This arouses

the child to a feeling that his elders know what he likes better than he does himself. The early mingling of children at play in groups of twenty or thirty compels consideration for the feelings of others. It also, by group games in which singing and marching are prominent, reveals to the child unconsciously the pleasure and inspiration of numbers and the beauty of organized action. The use of the fingers develops manual skill.

Such methods, practiced by one that understands the underlying motives, lay a foundation for interest in learning, respect and love for teachers, willingness to follow systematic methods, and, above all, a wholesome feeling of consideration for other children and for elders. Manual skill in children was hardly thought of before Froebel's discoveries. Under proper kindergarten methods children of five and six develop a dexterity that becomes a large factor in the future work of the child.

These statements are not theories; they are gathered from replies to letters sent to superintendents of cities that have introduced public kindergartens. I quote a few:

Kindergarten work is a real help to later work by developing powers of attention, memory, manual skill, and by fostering habits of obedience and industry.

Kindergarten work is valuable, first—for its preparation for primary work; second—because it forms a happy connecting link between the freedom of the home and the necessary discipline of the school; third—because of its own intrinsic value, as a socializing influence.

Kindergartens develop more skill in use of hands and body generally; gain in language power, especially in foreign districts where English must be learned.

Kindergartens give training and concentration; cultivate the community spirit and many of the social virtues; and are of direct value in securing co-ordination between the mind and the muscles.

Kindergartens teach children to obey and follow directions; to concentrate on work or play; to control muscles; to work, think, and respond in good English.

Kindergarten methods train children in self-control, manual dexterity and co-ordination of all intellectual and moral vocations.

The director of kindergartens of Des Moines, Ia., writes thus:

Miss Olive McHenry, for twenty years principal of one of our public schools here, made a careful study of kindergarten work and of the children after they left the kindergartens. She found that children having had kindergarten training completed the work of the grades and were ready for high school one year sooner than those who had not had that training. Upper grade teachers tell me that they can pick out the children in their rooms who have had kindergarten training.

The freedom in the kindergarten gives the kindergartner many opportunities to observe and correct the child in his use of the English language. She leads him to explain the objects he has constructed. He retells the stories she has told to him. In these and other ways she enlarges his vocabulary, assists him in using correct forms of speech, and aids him in his power to express himself in good English. His senses are trained so that his hearing is more acute, he sees more quickly, and visualizes more accurately; hence, he learns to read more rapidly than a child without this training.

In the kindergarten the work is planned that the child may not be forced, but be given difficulties in proportion to his physical development and his mental powers. This training results in habits of exact observation, correct statement, careful construction and prompt obedience.

The leading objection cited against kindergartens is that it is work that should be done at home. This objection is met by the advocates of kindergartens by the assertion that what the home neglects the state should provide.

A second objection is that children of more advanced age require a broader training in vocational work, and that the kindergarten thus diverts much of the public money that might be used for this purpose. The kindergartner's reply to this is that money spent for kindergartens lays a foundation for vocational work, and thus reduces the expense of more advanced industrial work.

A third objection is its expense. The reply is that no expense is too great that leads to greater efficiency in the public schools.

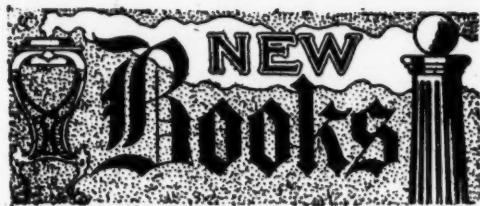
Another argument against kindergartens is that they are merely intended as a nursery for children whose mothers do not wish to assume the responsibility of training their children. The reply to this is that the kindergarten is the best place to break down undesirable tendencies of heredity and environment at an age when the child is most impressionable.

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Civics and Health.

By William H. Allen. Introduction by Prof. William T. Sedgwick. Illustrated. Cloth, 12mo. 432 pages. List price, \$1.25; mailing price, \$1.40. Ginn & Co., Boston, New York, Chicago.

William T. Sedgwick of the Massachusetts Institute of Technology writes a short introduction to the splendidly illustrated and graphic presentation of civics and health. The trend of the introduction is that we have been too long caught by an idea and captivated by a phrase, such as a sound mind in a sound body; which, without action, has so long contented our forefathers. Our age is of another type. It no longer rests satisfied with mere ideas or words or phrases. Sedgwick says the present age is dissatisfied with the vague assurance that the Lord will provide, and, rightly or wrongly, is beginning to expect the state to provide those means conducive to the sanitation and health of the community. Mr. William H. Allen, secretary of the Bureau of Municipal Research, has written a really modern book on this subject, up-to-date and alive with pertinent suggestions. Part I deals with "Health Rights," Part II, "Reading the Index to Health Rights." Other portions of the book are: "Co-operation in Meeting Health Obligations," "Official Machinery for Enforcing Health Rights" and "Alliance of Hygiene, Patriotism and Religion."

Beginnings in Industrial Education.

By Paul H. Hanus. 199 pages. Price, \$1, net. The Houghton-Mifflin Company, Boston.

Industrial schools, trade schools and technical institutions claim a large share of public attention at the present time, and any work that helps to the development of industrial education will be read with interest. In the volume, which is not intended to be exhaustive, some of the more noteworthy phases of it are discussed by one of the chief authorities in the field. Prof. Hanus' position as chairman of the Massachusetts state commission on industrial education gives particular weight to his utterances on this subject. The contents of the book fall into two groups; the first dealing specifically with the problems of industrial education in this country and the second treating of some of the results that have been attained in the secondary schools in Germany. The papers are for the most part practical rather than theoretical, and embody results of actual investigations by the author.

Maria Stuart.

By John Scholte Nollen. Edited with introduction, notes, questions and vocabulary. Cloth, 16mo. 361 pages. List price, 75 cents; mailing price, 85 cents. Ginn & Co., Boston, New York, Chicago, London.

This edition of *Mary Stuart*, in German, is designed for advanced high school classes, or for the second or third year in college. The introduction of over sixty pages in English is intended to give the student such material as is more important for the full study of this play as a work of literary art, and specifically as an historical drama. It discusses the place of Schiller's dramas in the development of the historical drama in Germany, and the place of "Mary Stuart" in Schiller's dramatic productions; the growth of the play in the author's mind, and his own conception of it; the historical background and the relation of the action and characterization of the play to Schiller's historical resources; and the dramatic structure and style of the play. The notes, besides interpreting the text, supplement the introduction by showing in detail how the writer used his sources in his creative work. There is a splendid vocabulary of eighty pages.

Text Book of School and Class Management.

By Felix Arnold. 400 pages. Price, \$1.25. The Macmillan Company, New York.

Felix Arnold, the author, unhesitatingly declares that a book on school and class management hardly requires excuses; for education is still in the age of lean kine, and management is one of the leanest. Recent books which have appeared show the inadequacy of the older treatments, and he has the modesty to say that a complete text book is still lacking.

The book is a valuable addition to the library of any conscientious, and therefore hard working, teacher. There are many good things in the book, which is written in a terse, forcible style that leaves the impression that the writer is terribly in earnest.

The general divisions of the work will give the intending reader some idea of the contents. They are: Principal and Teacher; Teacher and Child. As one reads on the impression grows that Mr. Arnold has produced a really valuable book.

The Story of the Great Lakes.

By Edward Channing and Marion Florence Lansing. With maps and illustrations. Cloth. 398 pages. Price, \$1.50, net. The Macmillan Company, New York.

This story of our great inland seas falls into three natural divisions. French explorations and settlements, Jesuit missions, and the main events of the seventeenth century. Then come some salient features in the intermittent yet serious struggles between the French and the English for the possession of this rich and fair domain. Nearly one-half of the book, as is fitting, is given to the history of the great lakes since 1800. We are told of the making of roads, canals, railroads having the termini upon strategic points; of the three great industries of the lakes, furs, lumber, mining; of the consequent growth of shipping and cities. A period of wonderful economic development.

Five sketch maps and nine full page illustrations enrich this volume. Three of these are reprints from drawings made by pioneers. Quaint enough they are, and valuable for their very quaintness. The bibliography is modestly called "A brief list of books." But the impartial and discriminating comment of the scope and character of the authorities quoted make the list a valuable guide for more extended reading. The index is minute enough to be serviceable.

A logical arrangement and an attractive style lend a claim to this story of stirring days and deeds.

Famous Poems Explained.

By Waitman Barbe. With an introduction by Richard G. Boone. Cloth. 237 pages. Price, \$1, postpaid. Hinds, Noble & Eldredge, 31-33-35 West Fifteenth street, New York City.

Famous poems are familiar poems. Familiarity, however, does not always imply understanding. Appreciation and pleasure are greatly enhanced through some definite knowledge of the incident or historical event upon which a poem is based, or of the purpose or mood of an author when a poem was written. What the French term "le cadre," the setting, is often of vital importance.

To the ignorant or the overworked the historical and literary interpretation of these sixty famous poems will come as a great boon. The names of the forty poets from whom selections have been made form a noble bead-roll. Much is well and briefly told of each one in "Biographical Notes of the Authors Represented," at the end of this really beautiful piece of book making.

The Story Reader's Primer.

By May Langdon White. Illustrated by Ruth May Hallock. Cloth. 127 pages. World Book Company, Yonkers-on-Hudson, N. Y.

This attractive primer contains three hundred and thirty simple words, specially selected for beginners in reading. Frequent repetition of these words provides for sufficient drill. The experiences of Dot and Don must arouse and hold the interest of little folk. Suitable incidents from "Hiawatha," "Alice in Wonderland,"

"land" and "The King of the Golden River" have been adapted to the vocabulary of the six-year-old child. The selections are from fine sources and are to be memorized. The shading of the numerous illustrations is soft and rich, while the pose and expression of the children are charming.

English and Scottish Ballads.

Edited by William Allan Neilson and R. Adelaide Witham. Cloth, 188 pages, 40 cents. Houghton-Mifflin Company, Boston, Chicago.

The cream of popular English and Scottish ballads has been collected in this volume for students in high schools and colleges. The editors have wisely refrained from making changes in the text, either in spelling or in the readings, so that the student may acquire a correct understanding and appreciation of ballad poetry. Abundant references are supplied for further study. The introduction traces the origin and history of ballads and describes their structure, versification and subject matter. The notes are chiefly historical.

The Good-Natured Man and She Stoops to Conquer.

By Oliver Goldsmith. Edited with introduction and notes by Thomas H. Dickinson. Cloth. 101 pages. Price, 40 cents. Houghton-Mifflin Company, Boston.

While the introduction naturally deals with Goldsmith as a writer and a playwright, it is also an admirable sketch of the conditions of the English drama in the eighteenth century. The comments upon the character, plot and treatment of these comedies explain their place on the English stage. The notes have the merit of explaining only what needs explanation.

The Merry Wives of Windsor.

By William Shakespeare. Edited by Charlotte Porter and Helen Clark. 228 pages. Thomas Y. Crowell & Co., New York.

Space prevents one from dwelling largely on a single play of Shakespeare, but we call attention to the introduction here wherein a comparison is made between "The Merry Wives of Windsor" and "Othello." "In making a Ford, the poet learned how to make an Othello and a Posthumous, and how, from the same material, to turn a Leontes inside out and reveal the dangerous conceits working in him virtually without any outer instigation at all." The text is of the First Folio, 1623. The antique spelling has been preserved, and nearly half the book has been devoted to literary illustrations in the shape of plentiful notes. To this is added a glossary and the variorum readings.

Education and Industrial Evolution.

By Frank T. Carlton. 320 pages. Price, \$1.25. The Macmillan Company, New York, Chicago.

No one will deny that a more general diffusion of education has been of great benefit in the industrial evolution of our country. Economists, when considering the complex labor problem, have often overlooked the important factor of education—the education of the masses.

The pages of this volume are devoted to a consideration of the educational problems which are vitally and indissolubly connected with the social and industrial betterment of the people of the United States. The first part of the volume treats of "The Modern Educational Problem," under such headings as the relation between educational advance and industrial progress; new aims, ideals and methods in education; women and industry; education of women; the industrial and educational value of manual training and laboratory work. The second section of the volume treats in general of "Actual or Proposed Additions to the Educational System," and some of the headings of chapters give one the idea of the subjects treated. Some are: industrial and trade education; technical, agricultural and commercial education; the continuation school; the treatment of the truant and the juvenile delinquent.

The papers are thoughtful and worthy of careful perusal.

School Board Journal

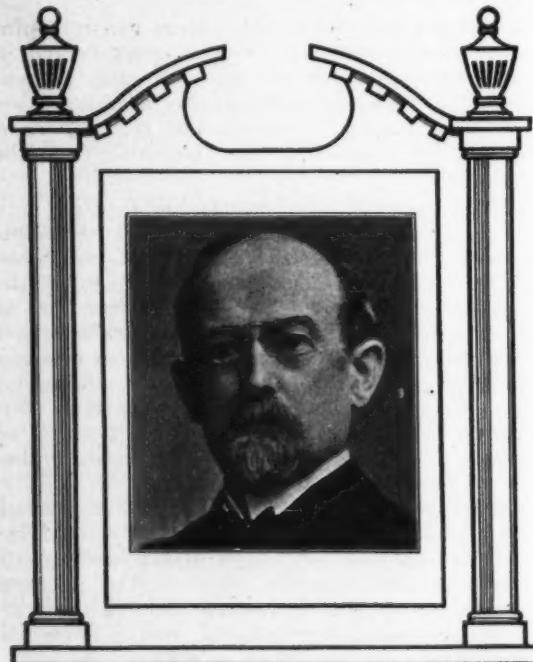


DINNER TO A. P. FLINT. Representatives of Publishing Houses Honor Patriarch of Book Business.

A testimonial dinner was given at the University club of Philadelphia on Monday evening, May 17th, in honor of Mr. A. P. Flint, the general agent of the American Book Company, whose headquarters are in the Quaker City. This dinner was participated in by representatives of the different school-book publishing houses, and was given in recognition of his long, continuous service as a book man, having been actively engaged in the business for the last forty years. There are few men, if any, among the book men of today who entered the service when Mr. Flint began to talk the merits of his books. And it belongs to Mr. Flint to enjoy the proud distinction of being the first and only book man of America to whom a testimonial dinner was ever tendered by representatives of rival houses.

John F. L. Morris with Ginn & Co. officiated as toastmaster. Mr. Thomas P. Bacon with the J. B. Lippincott Company spoke of his thirty years' acquaintanceship with the guest of honor. Frank B. Ellis, with Ginn & Co., in his genial way told of his early book contests. Thomas W. Bevan, with Charles Scribner's Sons, explained the mail order phase of the book business, or how agency work is made easy. John I. Mathias, one of the A. B. C. hypnotists, gave a personal experience of a clever stunt which he modestly attributed to "another" book man. The technique of the business was handled in a masterly manner by Charles H. Robertson, who is manager of the Lippincott Company, while Carroll Downes, with the A. B. C. at Wilkes-Barre, in fitting pathos spoke of his first breaking of the shell. W. P. Adams of the G. & C. Merriam Company, told of his one-night stands as a globe trotter placing dictionaries in every little red schoolhouse, and Ross N. Hood, with Ginn & Co., explained the cause of the many bald heads among book men, and also assured his hearers that while he had been often called, but never chosen, nevertheless as a bachelor he continues to extract joy out of single cussedness.

William E. Bevan, with Silver, Burdett & Co., regarded the expense book as an unnecessary evil, although it served a good purpose



MR. A. P. FLINT.
Veteran Representative of the American
Book Co., in Philadelphia.

when an agent was obliged to cover the price of a dead horse. Graham Watson, with the American Book Company, related how he and Lee Carey of Ginn & Co. guarded the book preserves in the state of Maryland. John J. Leckie, with the Dixon Pencil Company, showed why the pencil is mightier than the pen, and A. D. Sorensen was ready for pointers on how to get in right, so that James G. Stradling and George V. Z. Long of the A. B. C. gave a delightful demonstration of how the early bird gets the worm. Samuel E. Caldwell, with the Rand, McNally Company, gave evidence of having firm faith in everlastingly sawing wood. George E. Sigman, who is thus far only wedded to his work, was a strong advocate of the merit system, while M. A. Bryant, with Ginn & Co., and C. E. Keck, with the Appletons, wandered into the fields of poetic fancy, and rhythmical rubies fell from their lips like the sparks from an anvil. The bumps of an imaginary contest over a Greek text book seemed to fit before them. They heard the call of the lyric muse and were getting real busy. Things were going some, but before they came to the electric lights of the banquet hall began to wink and blink at this exudation of real Parnassian fire.

Thus ended a great night! Dull care had gone to the woods. The morning following Flint awoke from his slumbers in fine fettle for a century run.

Among other subscribers and those who sent letters of regret were John Arthur Greene and Leonard E. Reibold of New York and Frank A. Fitzpatrick of Boston; Isaac Van Houten of Paterson, N. J.; M. H. Dusinbury of Trenton; J. S. Adams of Albany; Fred E. Smith and R. L. Fernald of New York; John L. Twohig, Otis K. Stuart, William M. Bains, Melville H. Smart and Col. J. Miles Jamison of Philadelphia, and James C. McCommons of Kingston, N. Y.

A committee was appointed to consider the advisability of founding the Book Men's Club of America, with local branches in every state.

AMONG BOOKMEN.

Mr. A. E. Shumate has been appointed special representative for Ginn & Co. in the states of Washington and Oregon, with headquarters at Seattle. Mr. Shumate was for a number of years principal of the San Jose, Cal., high school and later city superintendent. He began book work a number of years ago with Ginn & Co., and two years ago took charge of state campaign work for Doub & Co., with whom he was quite successful.

Mr. Harry Linscott, who has represented Silver, Burdett & Co. in California during the past three years, is now connected with Ginn & Co. He covers the southern part of the state.

Southern California is covered for Ginn & Co. by Mr. E. D. Burbank. He was for thirteen years Iowa representative for the firm.

Mr. P. L. Pease, for the past few years representative of D. C. Heath & Co. in Wisconsin, has resigned to accept the management of a heating and ventilating company.

Fred C. Williams, representative of Silver, Burdett & Co. in Nebraska, led the singing of "America" at the Crawford district teachers' meeting last month.

A truly patriotic bookman is Mr. Frank R. Ellis, of the Cincinnati office of the American Book Company. He has recently interested himself in the movement for obtaining two additional hours of daylight in the summer. He holds that we should adopt the English plan of advancing all clocks two hours from May 1st to October 1st to lengthen the daylight during the evening hours of leisure.

"Ed" Smith, formerly Indiana state agent for D. C. Heath & Co., is back in the harness, temporarily, during the state campaign.

H. V. Bogert, formerly with Eaton & Com-

pany, is in the real estate business in Seattle and is doing well.

Mr. M. A. Milliron, for several years county superintendent in Armstrong county, Pa., covers the western portion of Pennsylvania for Rand, McNally & Company.

One of the men representing Ginn & Company in Central New York is Isaac B. Smith, who makes his headquarters at Syracuse, N. Y.

Mr. Smith had several years' experience in teaching, after which he represented C. W. Bardeen, in New York and adjoining territory, for four years and a half with his line of pedagogical books and school supplies.

Mr. Smith is now starting in his fifth year with Ginn & Company.

Mr. Frank Robinson, a former agent of Doub & Company, is carrying on a prosperous real estate business in Everett, Washington, which he claims is to be the great city of the Pacific Coast.

Mr. Walter Kenyon is the Pacific Coast representative of Rand, McNally & Co. He has his headquarters at Alameda, California, but manages to cover all the Coast states, presenting enthusiastically the merits of the Dodge Geography and Mace's History.

Mr. Francis J. Flagg represents the Macmillan Company in Western and Central New York State. His home is in Buffalo.

Mr. C. R. Foster looks after Iowa and Minnesota for Benj. H. Sanborn & Company.

SETTLES IN SEATTLE.

After serving thirty years in the text book business, Mr. L. E. Loveridge has settled in Seattle "to grow up with the Northwest Country." He is one of the oldest men in the educational trade of the West, and began his career in 1878 with Mr. W. G. Button, then general western manager for Harper Brothers in Chicago.

Mr. Loveridge remained with the Harpers until they sold out their text book department in the nineties, and then represented Ginn & Company in the Middle West. He was soon, however, employed by the Morse Company as western manager, located at Chicago, and succeeded in greatly enlarging their patronage in his territory.

When several years ago Messrs. Silver, Burdett & Company purchased the publications of the Morse Company, Mr. Loveridge accepted a general agency for Benj. H. Sanborn & Company on the Pacific Coast.

Mr. Loveridge has recently completed a splendid home in one of the finest residence sections of Seattle. It is situated on one of the high spots of the city and commands a view of Mt. Olympus and of the Cascade range. It is also within walking distance of the Alaska-Yukon-Pacific Exposition grounds.



MR. L. E. LOVERIDGE.
Seattle, Wash.

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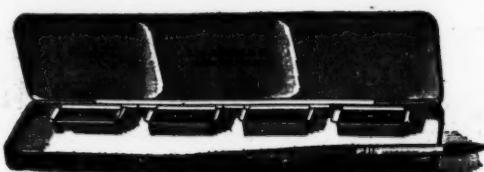
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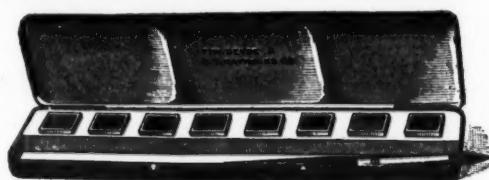
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FORESTRY IN PUBLIC SCHOOLS.

Forestry is attracting wide attention among the schools of the United States. The public schools of Washington, D. C., and of parts of Iowa are in the vanguard of the study of forestry. Every graded school in Washington and a large number of the rural schools of Pottawattamie county, Ia., are now teaching the elements of forestry. In Iowa the subject is being taught as a commercial course in connection with home geography and agriculture, while in the Washington schools it is used in the nature study courses. The four upper grades of the Washington schools are studying the forest and this year all are following practically the same outline; next year this outline will be confined to the fifth grade, while the other grades will follow an outline one step advanced, and so on until by the fourth year a four year course will have been introduced.

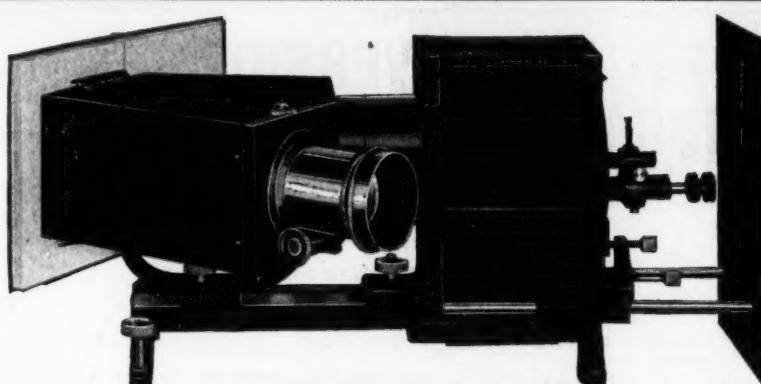
As a preparation for this work forestry has been taught in the normal school of the District of Columbia for several years past, thus familiarizing young teachers with the details of elementary forest study. Prominent among the other normal schools of the country to take up work of this kind are those of Cleveland, Ohio, Rochester, N. Y., and Joliet, Ill.

There is a section in the forest service of the United States department of agriculture which works in co-operation with schools in teaching forestry and its related subjects. This co-operation is not limited to technical schools of forestry; it is equally open to primary and kindergarten grades; it is as willing to help teach tree study in a first year nature study class as to assist in the establishment of a professional forest school.

This section of education, as it is called, is now working out model courses of study for graded and high schools, in co-operation with the public schools of Washington, D. C., and Philadelphia, Pa. The work in Philadelphia is being conducted by W. N. Clifford, head of the commerce department of the Southern High school, where he is building up a modern equipment and evolving a practical system for the teaching of forestry in high schools.

In Washington the section of education is directing a similar work for graded schools in four of the public schools of that city. Besides special lessons in the classroom, the pupils collect and mount specimens of leaves, twigs, bark and seeds, and in connection with woodworking wood specimens of different commercial trees are prepared and placed in cabinets. Opposite each wood section is placed the name of the wood, its qualities and uses. Extensive field work is planned for the spring months, and the different classes will be brought out into the woods, there to study the trees at first hand. As these courses are built up and tested they will be published from time to time for distribution among teachers, and it is expected that the practical line along which the courses are being evolved will win for them a wide application in other schools.

Most of the schools now teaching forestry are using as text books several of the publications issued by the forest service, including farmers' bulletin 173, "A Primer of Forestry." The service also issues circulars dealing with local conditions, which teachers in the localities dealt with might find very useful. By writing to the forest service, Washington, D. C., as many copies of these various publications as are needed for classroom use, as well as other



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Observed "Health Day."

Boston, Mass. For the first time in the history of this country, a school system has devoted an entire day to the study of health. In compliance with a suggestion made some time ago by Dr. T. S. Harrington, director of the department of hygiene, the board of education requested all schools to observe May 13, 1909, as health day. The work of the day centered entirely about the question of health and its relation to school children.

The pupils were instructed and given demonstrations by physicians, principals and teachers during the entire day. Besides this there were games and sports, all arranged and outlined according to a general program prepared by the hygiene department. Primary grades near the common and public gardens spent the entire day outdoors. Every pupil and teacher had a place in the exercises, and all work converged to one central idea—health.

Tuberculosis occupied a prominent place in the discussions, its spread and curability receiving special attention. Other topics considered were cleanliness, the value of sunshine and fresh air, the care of teeth, the influence of physical exercise on the development of the body and brain, and the correct postures in sitting and standing. Unquestionably one such day wisely arranged produced as much good as a month of impractical schoolroom drudgery.

Providence, R. I. Beginning with the fall term of 1909 all out-of-state pupils will be required to pay a tuition fee of \$150 per year. The step was taken on account of a 20 per cent increase in the demand for enrollment.

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THE RELATION OF THE HIGH SCHOOL TO THE COMMUNITY AND TO THE COLLEGE.

(Concluded from Page 3)

and study which, while different from the traditional courses, do possess genuine culture value and develop genuine power.

It must be assumed that the well organized modern high school has a faculty eminently able to determine what courses should be accepted towards graduation. This faculty, if less hampered, will be able to develop courses better fitted for local needs than those traditionally demanded.

Flexibility of Admission to Colleges.

The period during which it was advisable to demand certain fixed amounts of work in certain definitely specified studies has, for our better equipped high schools, passed by. We have entered upon that stage in our secondary development when the efforts of our colleges, so far as they continue to endeavor to supervise high school work, should be confined to the securing of a genuinely high standard of work in the course of study offered. Our high school principals must develop such an individual sense of responsibility that their mere general statements that their students have completed definite courses of study covering certain amounts of time should be sufficient to secure their admission without further qualifications.

I believe fully in high standards of work; I believe that our universities have much to learn yet in the way of demanding from the beginning to the end of the college course genuinely scholarly work on the part of the students. I believe that if the high school graduate is not able to measure up to these standards in the colleges his usefulness as a college student is at an end and he should be so informed. I do believe, however, profoundly that every student should have his chance and that we have now reached the time when this greater flexibility can be secured, and that if it is secured the general results for education will be distinctly good.

In spite of the ease with which educators are brought to agree to these general truths, it still remains difficult to bring about any real change in conditions. The problem of securing great-

er flexibility and yet not endangering the good secured through the combined efforts of the faculties of our high schools and colleges during the last fifteen years remains a difficult one.

A Suggested Solution.

Perhaps some suggestion may come from a consideration of resolutions recently adopted by a conference held by representatives of forty-eight Colorado high schools. After an unusually careful discussion, participated in both by representatives of the state university and high school instructors, it was resolved: "That each high school should be at liberty to arrange the content of four to six units of its course, to the end of best subserving local needs, and that the university should accept for entrance such units of this work as have been well organized and well taught, even though the subject matter is not traditional."

It was also resolved: "That atomistic election in the high school should be discouraged, and that the matter of grouping should receive more careful attention."

Unit System Undesirable.

Although these resolutions recognize the existence of the "unit system" as the prevailing system used in high schools, it was felt that the system itself was unsatisfactory. The very word "unit" presupposes a mechanization of the course of study which is bound to interfere with the best interests of the high school and of the student. It was therefore also resolved:

"That, whereas, the various studies of the high school curriculum differ in respect to the purpose for which they are taught and to their functions; and

"Whereas, the usual practice in high schools now is to teach all subjects without any differentiation in method with respect to function and purpose; therefore, be it

"Resolved, that it is the sense of this body that such a differentiation in method should be made; that certain studies should be taught intensively to the end of producing definite powers and abilities; and that content subjects should not be taught with the methods suitable to formal subjects, but should be taught to the end of inspiration, producing equivalent results with a smaller expenditure of time and

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energy; and that this may be done, be it further

"Resolved, that it is the sense of this body that the present unit system, with its insistence upon mathematical measurement of inspirational result, and its tendency toward mechanization of method, is unsatisfactory and that some modification is desirable."

It is probable that at the present time it would be unwise for high schools forcibly to break away from the requirements imposed by our universities. Continued agitation of the subject is necessary. On the one hand there must be a very keen realization on the part of the university authorities that the present system on entrance requirements does not result in the furtherance of the best interests of the high schools.

On the other hand, as educators we must never lose sight of our great aim in high school work, the realization of a condition which will best meet the needs of the community.



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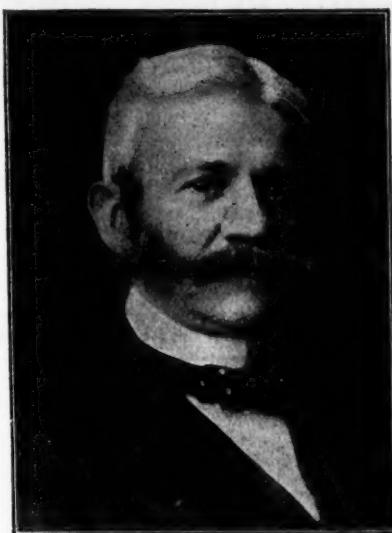
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DANGER IN SCHOOL DUST.

A committee of the New York City board of education recently investigated the methods of cleaning schoolrooms and found that they constitute a serious menace to the health of pupils and teachers. In a report to the board the committee said:

"The investigations of a number of state boards of health of the problems of school hygiene all point unmistakably to the conclusion that practically everywhere the curve of reported cases of contagious and infectious diseases rises rapidly as the school year passes through the cold months into those of open windows, and is at its average minimum in the vacation season. Of the more than half a million cases of scarlet fever, measles, diphtheria and croup occurring among the children of citizens of Greater New York since consolidation it is the opinion of experts consulted by this committee that from one-half to two-thirds were due to infection or contagion to which children were exposed in school. This conclusion is warranted by comparison with the statistics of other cities where more attention has been given to school sanitation. The enormous burden imposed upon the wage earners, whose children are the principal beneficiaries of the public school system, by the amount of sickness thus disseminated through the medium of schoolroom dust warrants us in insisting that this subject receive more careful consideration than it has thus far had or is now having, to the end that so far as the propagation of contagious and infectious diseases is preventable it shall be prevented."

"We ask your immediate and serious attention to the methods now usually employed in

the cleaning of classrooms and other parts of school buildings. These methods include sweeping with brooms, by which the heavy and relatively harmless sand and rubbish are removed, and the lighter material, carrying such pathogenic germs as may be present, is converted into floating dust; the subsequent brushing of this dust from desks, chairs, ledges, moldings, etc., back upon the floor with feather dusters, and occasional perfunctory washing, by which the floors are converted into culture beds for every form of dangerous micro-organism there existing."

In its conclusion the committee stated that vacuum cleaning afforded an ideal solution for the dust problem. It recommended that all new buildings be equipped with a suction cleaning plant.

BEAUTIFYING RURAL SCHOOL GROUNDS.

The country school yard is often a dreary place. The plain frame building of the rural school, too frequently little better in appearance than a cattle shed, stands in the middle of its bare yard like a scarecrow in a cornfield after the corn has been gathered. And, like the scarecrow in his deserted field, the picture is well fitted to frighten children.

There is no bit of ground where beauty is more appropriate, where it will extend a wider and more constant blessing, and where it is more easily obtained.

There are ferns for shady corners; there are many varieties of tall goldenrod that, bending in September breezes, will beckon the children back to school as to a golden way to knowledge; there are quantities of sumac which, put in clumps against the building or the high back fence, will change an ugly barrier into a gor-

geous screen; there are vines that ask only for a chance to climb lovingly over the doors and windows; there are little trees only waiting for an opportunity to spread their roots in the school yard and grow great there, entering tirelessly into the games of a ceaseless procession of scampering children, receiving into their arms the boys and accepting the confidences of the whispering girls and making for all when the sun is high a beautiful welcome shade. There are violets and snowdrops that are eager to play hide and seek in the school yard in the early spring days, and in some parts of the state there are wild roses to bloom in June and lend their sweetness for all the summer to the school.

Since we can so easily make the school yard beautiful, a little oasis in the lives of ourselves and of those who are to follow us, and since it is fun to do it—going out into the woods and fields for what we want—let us resolve that next fall there shall not be a single barren school yard in all the rural districts of the state.—Charles Mulford Robinson.

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SOME ASPECTS OF EDUCATIONAL EFFORT.

(Concluded from Page 7)

into the sentimental conception of the school as a place to serve cultural ends, where the business aspects of the school are of secondary importance and subordinate to the traditions of the school and teacher.

Not so, however. The people may know, and generally do know, little about school methods and school organization and school traditions. But, nevertheless, it does not take the people long to discover whether the school helps or hinders them in the struggle for existence. It is well understood that the present widespread dissatisfaction among the people with the product of the school is due to the consciousness that the machinery of the school organization does not work as efficiently as it ought for the money expended.

In the criticism of the school by the people the teachers are frequently blamed unjustly for shortcomings for which they are but indirectly and remotely, or not at all, responsible. But that should be no reason not to support superintendents and school authorities in their honest efforts to make the machinery of the school as efficient as possible, even though the democratic spirit of the individual teacher may suffer for the time being. Modern economic conditions, the absolute necessity to produce the freest and uninterrupted exchange and interchange of the products of the schoolroom and school department with greatest efficiency at least cost, demand a loyal, ungrudgingly offered, co-operative spirit. By this alone is it possible to do justice to the child and coming citizen and to satisfy the trust and confidence placed by the parents and taxpayers in the school and teachers to willingly do the best they can under exacting modern conditions.

The Need for Efficiency.

Classification of teachers, now increasingly demanded, as a means of the systematic application of all the available efficiency and competency there is in a given body of teachers is simply an outward expression of the conviction that thus far there has been lost motion in the executive machinery, a waste of available mental resources in the school plant and that this waste cannot go on any longer without detriment to the best interests of the school and children and to the welfare of the country at large.

This same argument holds good to the growing necessity to weed out those teachers who are unwilling to make efforts to acquire permanent certificates.

Likewise do these arguments apply to the growing sentiment that politics, with its favoritism and baneful interference in the proper management of the school, should be eliminated.

A superintendent who does not recognize these demands of the times, who cares more for the good will of the teachers and the school board than for the welfare of future genera-

tions, is not worth the confidence of the people nor the salary he gets.

The teachers owe it to themselves, as well as to the school, to study the educational situation from all sides, and the close relation in which the efficiency of the school stands to the success of the industrial, the commercial, the political, the social welfare of society.

While it is true that face to face contact of the teacher with the child determines largely the success of the school, yet it will be admitted that, through defective organization and lack of co-operative spirit in running the machinery of the school, friction, lack of confidence, failure to recognize each other's value and personal worth hinder the proper selection of the best teacher for that desirable face to face contact which is the essence of good teaching, and consequently greatly lessens the value of the school as a social institution.

The Social Aim.

We cannot leave the selection of teachers to haphazard chance. If we are ever to get away from the appointment of teachers by political and social influences we must adopt scientific and strict business ways. The high efficiency of the German system of industrial education, of which we hear so much, is made possible only by the self-sacrificing and co-operative, social spirit of the teachers and of the people; it is made possible by a harmony of purpose and unity of action which, for educational aims, binds all social forces together, of whatever station in life. And the same spirit is necessary with us if we expect to attain to the same success.

Whenever we fully and unreservedly recognize the idea that the main aim of the school is to meet the necessities of social life and not merely to devise a curriculum which will give most information, or be utilitarian to the highest degree, or has an eye and hearing only for mathematics or for culture studies and aesthetics, then we are able to enter into that co-operative spirit which willingly subordinates individual preferences to the necessity for united action.

The great body of our teachers, by numbers, by intelligence, by learning, by love of country, by their loyalty to higher ideals and intimate relation between the work of the teacher and social welfare, is destined to play a leading part in the future development of all that is good and worth having of our country, more so than in the past.

However strong the traditions among teachers may be, as they are in all highly organized bodies of men and women, which hold that the efficiency of former methods is equally applicable to changed modern conditions, these traditions are not, or should not be, so strong that they would not give way to the results of an impartial and intelligent examination of the reasons why such changes like classification of

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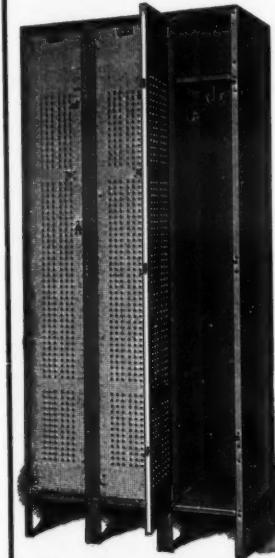
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teachers, permanent certificates, freedom of the school from politics and other vicious influences are essential to the progress and efficiency of our school and the welfare of the social structure.

Upon the changes now outlined, made by wide awake superintendents, will depend the future successful command, by the school and teachers, of the educational situation and the confidence of the people in the value of our schools.

Freeport, Ill. The maximum salaries for grade teachers have been increased by the board of education, as follows: First, sixth and seventh grades, \$60 per month; second grade, \$50 per month; third, fourth and fifth grades, \$55 per month; eighth grade, \$65 per month.

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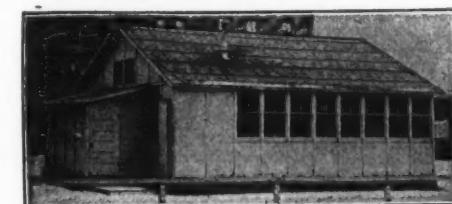
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A Schoolmaster's Experience With Vacuum Cleaning

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Principal R. L. Cooley, of Milwaukee, has become known throughout the country as an expert on sanitary vacuum cleaning, and the following verbatim copy of a letter written by him to President McKenny, of the Milwaukee State Normal School, will interest authorities everywhere.

Respectfully,

AMERICAN AIR CLEANING CO., Milwaukee, Wis.

Pres. Charles McKenny,
President of State Normal School,
Milwaukee, Wisconsin.

Milwaukee, Wis., May 6th, 1909.

Dear Sir:-

In response to your inquiry as to what my experience has been with the vacuum method of school house sweeping, I will give you below, as briefly as I can, both my experience and my opinion based upon that experience.

As you know, I occupy one of the oldest and concededly most insanitary buildings in this city and some time ago became zealous in the cause of cleaning it up. I thought that the matter of installing a vacuum cleaning-plant would be an easy and efficacious way of accomplishing the object.

I found, however, that the vacuum cleaning of school houses is probably the most difficult problem to which the vacuum method of cleaning can be applied.

As you are aware, a school building of from fourteen to twenty rooms, accommodates from seven hundred to one thousand pupils. Each pupil is supplied with a desk having four iron legs screwed to the floor. There are therefore from twenty-eight hundred to four thousand fixed obstacles, omitting chairs and tables, around which the janitor must sweep each day. The school desks, which vary greatly in size and construction, often making it difficult to use even an independent broom or brush effectively beneath them, are placed close together, one following the other, in rows of from eight to ten. These rows are separated by narrow aisles. The increasingly crowded condition of our schools constantly enforces economy of space in seating and makes increasingly more difficult the air sweeping problem.

Into such conditions as I describe, the hundreds of pupils, morning, noon and at intermissions, bring quantities of dirt, which their thousands of feet, like pestles in the mortar, pulverize and distribute over the floor areas.

It was my experience with a vacuum sweeping plant unadapted to the special needs of the school room, that I would not accept it as a gift, for the following reasons:-

1. There was no tool made that would sweep more than one-quarter of an inch beyond the end of the wooden or metal part. It was necessary for the janitor, with the tool supplied, to carefully gauge his movements, placing the tool with precision around each of the hundreds of iron desk legs, in order to avoid the leaving of numerous unswept areas. An ordinary class room could not be well swept in less than thirty to forty minutes.

2. The tool provided was of such design and construction that it was necessary to make a separate insertion of the tool between desks, for each desk swept. Each insertion of the tool beneath a desk necessitated the turning of the tool handle approximately at right angles to the aisles in which the janitor was working, thus throwing the upper end of the handle, to which was attached the heavy hose, out over the row of desks on the opposite side of the aisle. This was laborious work.

3. The hose provided was the best rubber hose on the market. It was designed for vacuum work, having been built so that it would not collapse under the necessary suction. As a result, it was heavy and inflexible. Rubber hose clings to the floor. It cannot be drawn at an angle around a single turn without great exertion. It cannot be drawn around a double turn without excessive effort. It cannot be drawn around a triple turn at all in practical work. The length of the rubber hose required in the school room must usually be carried into the room and be carefully laid advantageously, or it must be handled by a second operator.

To summarize: The vacuum cleaning of school houses with the ordinary hotel or residence vacuum equipment is tedious, laborious and prohibitive with respect to labor and time required and power consumed.

After the above disappointing experience with vacuum cleaning, we were provided with the following adaptations to the school room requirements:-

1. A floor tool that will sweep two and one-half inches beyond the end of the wooden or metal part.
2. (a) A handle that permits of inserting the tool between seats without throwing the upper end of the handle, to which hose is attached, out over adjoining row of desks.
- (b) A handle that permits the sweeping of the floor beneath from three to five desks at one insertion between seats.
3. A metal hose, the advantages of which may be enumerated as follows:

- (a) Slight friction against the floor.
- (b) Slight resistance to pull around one, two, three or more rectangular turns.
- (c) Remarkable flexibility.
- (d) Clean, agreeable to the touch, pleasant and easy to handle.

The vital specifications for a school room plant must involve the above points (1, 2 and 3). To omit those is to squander money and invite failure.

As a result of the above provisions, our experience has been entirely reversed. The nerve-trying, time-consuming placing of the tool with precision around the iron legs of the seats in order to insure the thorough sweeping that warrants the expense of installing the system, is entirely done away with. The desk tool, sweeping two and one-half inches beyond the ends of its metal part, leaves no necessity for the careful placing of the tool and obviates all clash of metal against metal, as the janitor thoroughly sweeps the area covered by school seats. The handle provided cuts down to one-third the number of times the tool must be inserted between the school seats. The metal hose, following as though propelled by its own power, and so flexible as to offer practically no resistance to the necessary movements of the janitor, completes the story. If we have not a hoseless vacuum sweeping system, we have at least a hose that eliminates 85% of all the objections to the presence of the ordinary rubber hose.

We frequently sweep class rooms of average size in six minutes and can maintain an average rate of less than ten minutes per class room. We require but one operator. Frequently our sweeping is done by the janitor's wife alone, who is a frail woman.

The cutting down of our power and labor bills, through the greater ease and facility of operation, due to the improvements enumerated, has been remarkable.

The janitor, by means of the automatic control, situated in the tool handle, is enabled to constantly save power consumption, and the clever tools have made the work of sweeping class rooms rapid and pleasant.

I consider our present plant an unqualified success.

Modern scientific knowledge, which in pointing the way to health is shifting the emphasis from certain things to others, now demands, as perhaps the most important sanitary necessity, the dustless and thorough sweeping of school houses.

Modern invention in response has provided a simple, effective, durable and economical means of accomplishing what science demands.

In response to a similar demand, which in the evolution of sanitary science chronologically preceded the demand for air sweeping, our schools have been provided with costly systems of ventilation that were never adequate and are now junk. Such experiences should not be repeated.

In purchasing the air sweeping equipment, comparative first cost should be considered of minor importance.

Efficiency, cost of operation and probable length of life or durability of the plant, should be the important things to receive consideration at that time.

All other things being equal, the plant that will do the work in one-third the time required by another, will have three times the length of life of that plant, and will do the work with one-third the labor and power consumption.

My caution is for you not to be misled into purchasing a vacuum cleaning plant for schools that has not been thoroughly adapted to school needs.

I give below some tests in comparative labor in managing rubber and metal hose that may be illuminating:

Drawn Around Right Angle Turns.

Length of hose	:	Straight	:	1st angle turn	:	2nd angle turn	:	3rd angle turn	:	4th angle turn
50 ft.	:	pull on hardwood floor	:							
Metal Hose	:	5 lbs.	:	6 lbs.	:	9 lbs.	:	11 lbs.	:	12 lbs.

Metal Hose	:	15 lbs.	:	24 lbs.	:	56 lbs.	:	72 lbs.	:	*
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*The capacity of the scales was 120 lbs. This was exceeded and the hose did not move.

However the above figures may be varied by subsequent tests the fact remains that both the rubber and metal hose were tested under precisely the same conditions, and those were the exact conditions under which the hose is being, and will continue to be, used in the school room.

Yours very truly,

(Signed) R. L. COOLEY.

NOTE—Principal Cooley's school building is equipped with an Aero Vacuum Cleaning System and the Aero special schoolroom cleaning tools, manufactured only by the American Air Cleaning Company, of Milwaukee, Wis. This company also controls the entire output of the all-metal hose referred to in the foregoing letter, as far as it relates to vacuum cleaning. The Aero vacuum cleaning systems are absolutely the only systems made that are thoroughly adapted to school needs. Aero systems are the accepted standards.

SEND A COMMITTEE TO MILWAUKEE.

There is but one Vacuum Cleaning System built in the world to-day which is entirely practicable for and especially adapted to the cleaning of school buildings. That system is the famous Aero System, manufactured by the American Air Cleaning Company, Milwaukee, Wis. Directors of Boards of Education, School Architects and Mechanical Engineers, who are responsible for the sanitary conditions in school buildings, are invited to call upon us for proof of the above positive statement.

If perfect sanitary vacuum cleaning is worth anything, it is surely worth a trip to Milwaukee, by a competent committee (preferably including an expert mechanical engineer) to become familiar, at least, with the Standard Cleaning System of the world and to enable the responsible ones to make intelligent comparisons. It may prevent expensively disappointing mistakes.

We therefore urge upon members of Boards of Education that they come to Milwaukee, or send competent representatives, to inspect our factory and our products, and to see a plant in practical operation in a public school building here. It is the only safe way.

AMERICAN AIR CLEANING COMPANY,
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The INCREASE in the total sales of
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from February 1, 1908, to February 1, 1909, over the year preceding was

29 1/2 Per Cent.

or nearly one-third

GINN AND COMPANY, Publishers

Boston New York Chicago London Atlanta
Dallas Columbus San Francisco



Providence, R. I. Adopted Genung's rhetoric, Davenport's zoology, Marigue & Gilson's French composition.

Milwaukee, Wis. Brownlee's chemistry has replaced Remsen's in the high schools. Other adoptions include Moody & Lovett's First View of English and Redway's Commercial Geography.

The Ohio Teachers' Reading Circle books for the school year 1909-10 are Chamberlain's "Standards in Education," Hodge's "Nature Study and Life," and "In American Fields and Forests."

The Indiana state board of education, at a recent meeting, selected a list of books eligible for uniform adoption in the elementary schools. The books selected are:

Readers—Aldine series, Newson & Co.; Howe readers, Charles Scribner's Sons; Child Classics, Bobbs-Merrill Co.; Art literature, Atkinson, Mentzer & Grover; Stepping Stones to Literature, Silver, Burdett & Co.; Silver, Burdett readers, same publishers; Wheeler reader, W. H. Wheeler & Co.; Indiana readers, Anderson Book Company.

Arithmetics—Walsh's arithmetic, D. C. Heath & Co.; Myer's arithmetic, Scott Foresman & Co.; Appleton's arithmetic, D. Appleton & Co.; Harvey arithmetic, American Book Company.

The publishing houses from which geographies will be selected are: Ginn & Co., Rand, McNally & Co., and the Macmillan Company. The copy books will be selected from the fol-

lowing publishing houses: O. P. Barnes, Zanner & Blozer, Berry & Co., Eaton & Co., and the Thompson-Brown Company.

The Missouri Reading Circle board has selected Bagley's Classroom Management (Macmillan) and Semple's American History and Its Geographic Conditions (Houghton-Mifflin) for 1909. The books will be on sale after Sept. 1.

Worcester, Mass. The school committee has recently placed on the supplementary list Southworth's Builders of Our Country (Appleton), Millard's Wonderful House That Jack Has (Macmillan), Aldine primer and readers (Newson).

An interesting series of applied arts drawing books has been issued by Miss Wilhelmina Seegmiller, instructor in drawing in the Indianapolis public schools. The books are suited for a course of seven years and embrace all the different branches of drawing from simple pencil line work to water colors and wash drawings. The series is on a graded scale and embraces several new features in such instruction.

The introductory book deals entirely with colored crayon work in simple line drawings. The designs increase in detail and difficult designing through the other years, embracing book plate work, mass pencil drawings, human figures, flowers in color, landscapes, architectural designs, illustration and water color designs.

Northampton, Mass. The Aldine series of readers will be introduced in the schools beginning with the new school year.

The Oklahoma state reading circle has selected twelve books for the school year 1909. The volumes for academic study are:

Watkins' American literature; Brooks' English literature; Meyers' general history; Barrett's practical pedagogy; Monroe's history of education; Horne's philosophy of education;

Isaac Pitman Shorthand AGAIN THE VICTOR

At the Fourth International Contest for Speed and Accuracy in Shorthand Writing, held at Providence, R. I., April 10, 1909, under the auspices of the Eastern Commercial Teachers' Association, the supremacy of the Isaac Pitman system was again fully demonstrated in the winning for the THIRD TIME, and permanently, of the Egan International Cup by Miss Nellie M. Wood, with a NET SPEED OF 264 WORDS PER MINUTE for five minutes' continuous writing, which constitutes a new WORLD'S RECORD. While eleven contestants took the different dictations in the above contest representing the following systems—Isaac Pitman, Benn Pitman, Graham, Munson, Success, and Gregg—only two writers qualified, viz.: Miss Nellie M. Wood (Isaac Pitman) and Mr. Willard B. Bottome (Graham).

The adjoining diagram shows the highest official NET speeds attained by the different systems in the International Contests: FIRST, Baltimore, 1906; SECOND, Boston, 1907; THIRD, Philadelphia, 1908; FOURTH, Providence, 1909.

Gregg	64
Benn Pitman	116
Graham	246
ISAAC PITMAN	264

Write for "Why the Isaac Pitman Shorthand is the Best," and copy of "Pitman's Shorthand Weekly."

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Publishers of { "Course in Isaac Pitman Shorthand," \$1.50.
"Practical Course in Touch Typewriting," 75c.
"Style Book of Business English," 75c.

Putnam's psychology; Wilkinson's advanced agriculture.

Adopted as professional books: Sherman and Reed's essentials of teaching reading; McKeever's psychological method of teaching; Allen's civics and health; Murphy's turning points in teaching.

Recommended for general use in reading circles and county institutes: Abbott's Oklahoma history and civics; Marshall's handbook of music; Oklahoma School Herald.

The Nebraska state teachers' reading circle has selected the following books for 1909-10: Salisbury's The Theory of Teaching; Wilson's Picture Study in Elementary Schools, vols. I and II, and Johnson's Education by Plays and Games.

The Kansas Adoptions.

The Kansas state text book commission on May 5 announced its adoptions for the high schools of the state. The books selected are:

Latin—Bennett's grammar, Allyn & Bacon; Whittemore's exercises, O. P. Barnes & Co.; Walker's Caesar, Scott, Foresman & Co.; D' Ooge's Cicero, B. H. Sanborn & Co.; Harper & Miller's Virgil, American Book Company.

History—Prentis' Kansas history; Higginson & Channing's English History, Longmans, Green & Co.

English—Stebbin's rhetoric, B. H. Sanborn & Co.; Moody-Lovett Boynton's literature, Charles Scribner's Sons; Hill's Word Analysis, O. P. Barnes & Co.

Science—Coulter's botany, D. Appleton & Co.; Jordan, Kellogg & Heath's zoology, B. H. Sanborn & Co.; Hessler & Smith's chemistry, B. H. Sanborn & Co.; Brigham's geology, D. Appleton & Co.; Comstock's astronomy, D. Appleton & Co.

German—Lutz's reader, Silver, Burdett & Co.; Otis Carruth's grammar, H. Holt & Co.

Miscellaneous—Burt & Clark's geometry, Silver, Burdett & Co.; Seegmiller's drawing books, Atkinson, Mentzer & Grover.

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What the Principal of the State Normal School of New Hampshire says about the "Buckwalter Readers."

STATE NORMAL SCHOOL,
Plymouth, N. H.

The Buckwalter Readers are well adapted to the needs of the elementary schools. They are carefully graded, and contain valuable material for supplementary reading in literature, history and nature study. In fact, their appeal to the interests of the child is so strong that we are using them successfully in the model schools at Plymouth. I can recommend them unqualifiedly.

J. E. KLOCK.

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New Copyright Law.

The new copyright law, which was signed by President Roosevelt on the last day of his term, will go into effect July 1. As every law, the new one does not please all, but is considered an improvement on the old one.

The most important of these features is the extension of the copyright from forty-two to fifty-six years, which applies not only to new copyrights, but also to not yet expired ones. This extension may be secured not only by the author, his widow, widower or children, as now, but, in the case of their death, by the author's heirs, next of kin, executors or other representatives.

In the case of books not only must the type be set and the plates made in this country, but the binding must also be done here. If the text is produced by lithographic or photographic processes, that work must be entirely done here. The illustrations must also be made here, except that when the subjects represented are not to be found in the United States, the lithographs or photo-engravings may be made abroad.

One of the objections to the new law is that the provision granting extension of fourteen years to the present term of copyright fails to consider the interests of the publisher who has paid royalties to the author for so many years; who has made, at his own expense, such publicity and reputation as a book may have, and who may have large sums of money invested in plates, etc., necessary for the production of the book. Under this law the author or his executor is free to ignore all claims of the old publisher and make terms with a new one.

Proceedings for injunctions and damages in cases of infringements are much simplified.

Regulate Book Prices.

The board of school directors of Milwaukee, Wis., is considering a set of rules to protect it-self from overcharge in the purchase of books.

All adoptions are to be made subject to the following conditions:

1. If different editions of the same book, or practically the same book, be published at the time of the adoption, all such editions shall be submitted to the board for decision as to which edition shall be used.
2. If at any time after the adoption of any book a different edition of such book, or practically the same book, be issued by the publishers, the board shall be notified by such publishers of that fact and copies shall be supplied to the superintendent and to the members of the committee on course of instruction and text books for examination, and the board shall have the option of directing the use of such edition in the schools beginning with the next ensuing school year, as it may determine. A decision to use a different edition, however, shall not be construed as a new adoption.
3. Publishers of text books adopted for use in the Milwaukee public schools shall execute a bond guaranteeing that books shall be sold to pupils in the Milwaukee schools at a price as low as the same books, or substantially the same books, issued by such publishers are sold elsewhere under conditions similar to those obtaining with reference to the sale of text books in the city of Milwaukee. The amount of such bond, so far as high school texts are concerned, shall be \$200 in each case. The bond for books used in the district schools shall be in such sum as the committee from time to time shall determine.
4. Publishers shall protect book dealers in the city of Milwaukee upon all stocks of new books, such books new and salable to be replaced dollar for dollar by new books.
5. Publishers shall take up all books in the hands of indigent pupils or in stock belonging

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to the board of school directors on the basis of even exchange until the expiration of the period of exchange.

COMING CONVENTIONS.

June 15-18—North Carolina Teachers' Assembly, at Morehead City, N. C. Thomas R. Foust, president, Guilford, N. C.

June 23-25—Georgia Educational Association, at Cumberland Island. C. B. Chapman, president, Macon; R. B. Daniel, secretary, Valdosta, Ga.

June 15-18. The North Carolina Teachers' Assembly, at Morehead City, N. C., R. D. W. Connor, Raleigh, N. C., secretary.

June 16-19. West Virginia Educational Association, at Clarksburg. A. J. Wilkinson, secretary, Grafton.

June 29-July 1. Oregon Teachers' Association, western section, at Albany, Ore.

June 29-July 1. Ohio State Teachers' Association, Put-in-Bay, Ohio. Supt. J. A. Shawan, Columbus, president.

June 29-July 2. Maryland State Teachers' Association, at Mountain Lake Park, Garrett County, Md. Miss Sarah E. Richmond, president, Baltimore.

June 22, 23, 24. Kentucky Educational Association, at Estill Springs, Irvine, Ky. T. W. Vinson, secretary, Frankfort.

June 29-July 1. Pennsylvania State Educational Association, at Bethlehem. Supt. Charles S. Foos, president, Reading, Pa.

July 5-9. N. E. A., at Denver, Colo.

July 6-9. American Institute of Instruction, at Castine, Me. E. C. Andrews, secretary, Shelton, Conn.

July 13-16. Catholic Educational Association, at Boston. Rev. Francis W. Howard, secretary, Columbus, O.

October 28-29. Missouri State Teachers' Association, at St. Louis.

TRADE TEACHING IN THE PUBLIC SCHOOLS.

(Continued from page 5.)

the hungry workman wants, and in a form that he can readily grasp. Correspondence schools help many. And now last, and best of all, for those whose academic school days are ended, we are having university extension brought to our homes and supplemented by the personal instructor. The University of Wisconsin is doing this for the people of her state, and what Wisconsin can do others may do.

How can the public opinion of this country be awakened as quickly as possible to the value of industrial education? By public opinion, in this instance, is meant that every boy and girl, every parent and guardian, every teacher and every employer and business man must be led to know the value of vocational training. Nothing will develop public opinion so quickly as tangible results. Each city may start its trade school quietly and on a small scale. Show results that will win the commendation of the most skilled workmen and employers in the trade in question.

An Interesting Experiment.

An interesting experiment has just been completed in connection with the Milwaukee School of Trades. It was long evident to the board of school directors that it would be to the advantage of all the boys in the seventh and eighth grades of the public schools if each one made a personal inspection of the trade school during its working hours. Instructions were issued from the superintendent of schools early this year to the principal of each graded school stating a definite afternoon when he and all his eighth grade boys were to visit the School of Trades. In anticipation of these visits the board had prepared an illustrated catalog in which were answered the principal questions likely to be asked regarding the policy of the institution. It gave in detail a list of its equipment and an outline of the course of instruction in each grade. The illustrations not only show the equipment, but the students at work, and the kind and quality of the work done. While it was intended to make the pamphlet instructive to all who might read it, it was prepared with especial regard to boys and their parents or guardians.

The official visits began March 15 and ended May 4. During this time the eighth grade of forty-two separate district schools examined the trade school under working conditions. These inspection trips may be made of immeasurable value to each boy, and offer an excellent opportunity to gather important data regarding the work.

On their arrival at the school the boys with their principal were first taken into the exhibit room, where a short talk was given describing the main classification of the modern trades. Samples of the work of the trades taught in the Milwaukee vocational school were shown. A trip of inspection was then made through all the different workshops of the institution. This trip was made slowly and thoroughly in order to give the boys ample time to examine the work critically and to ask all the questions they pleased. All were then taken to a large, quiet classroom. Before distributing the catalogs a short, earnest talk was given to the boys. They were reminded that they must soon leave the building which had been their school home for eight years. Where were they going to? What had they planned to do? What

would they like to become? Some had been thinking about the matter, some had never given it a thought. Since they must all make some choice in a few months it is vitally important that they be informed of the heritage which is theirs. They may go on to the high school and choose any one of the seven courses offered there, one of them being a thorough commercial course. They may go on from the high school to the normal school and fit for educational work, or to the university and fit for a professional life, or they may take the trade school preparatory and then the regular trade school course and prepare for the life of a skilled artisan.

They were reminded that it makes little difference what one chooses for his life work, provided he chooses the thing which he feels born to do, and that that something requires *study* and *training* to reach its highest plane. All must work at something and Milwaukee offers opportunities which practically no other city in the United States today offers. They were also reminded that a very small per cent of the thousands whom they pass daily, going to and from work, are going to and from a work which they were born to do or which they were especially trained for. If they prefer the life of an artisan the employers of Milwaukee much prefer to hire the trade school graduate than to try to train him in their shops. Their attention was called to a modern gear cutter, made of cast iron and steel, and weighing about one ton. The bulk of raw material from which this machine was made was worth about fifty dollars. The machine cost the school \$1,035. The difference in price between \$50 for the raw material and the \$1,035 for the finished tool represented the work and skill required to change the crude stock into an efficient machine. The value of the skilled mechanic, the trained business man, the experienced educator, or the successful professional man over the untrained worker in any walk of life is the amount of self-effort exerted by the individual in trying to reach some goal or ideal. This illustration hit the desired mark, for they had just seen the ingenious workings of the costly tool. Thus every boy in the eighth grade of the Milwaukee public schools had brought before him the necessity of preparing himself in some efficient way for the responsibilities of life. Care was taken to lay no especial stress upon

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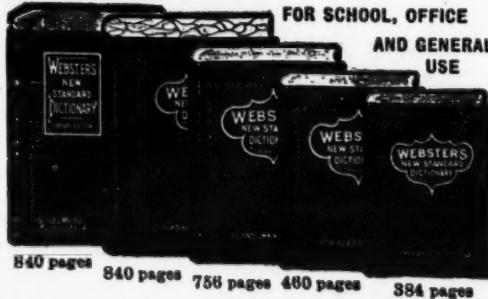
A simple system of progressive word-building is observed throughout the entire series of lessons. — Beginning with common, easy words of one syllable, the pupil is instructed how to form from these the more difficult words of two, three and four syllables appearing in the more advanced lessons. — By this method, the pupil learns to observe the forms of words, and as there are no marks of any kind placed over the letters, he readily recognizes them as the same when seen in newspapers and books. — The eye is thus trained to note the individual letters that go to make up the words, and to observe the order in which they are placed. — The pronunciation is indicated by marked letters at the top of each group, and by this means is avoided the numerous confusing marks that in other spellers so distort the words as to make it difficult for one to recognize them as the same words when seen without the marks. — The principal rules of orthography are explained and illustrated in the various lessons, and the use of prefixes and suffixes is so clearly shown as to give the pupil an elementary knowledge of the parts of speech, and prepare the way for an easy comprehension and use of the tables of prefixes, suffixes and stems contained in the supplement. — When the pupil is familiar with these, the spellings and meanings of thousands of words will be readily understood without referring to a dictionary.

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any special vocation, the point being that the boy *try to find himself*. They were then requested to state on a small slip of paper their name, address, what district school they attended and what they would like to become. Under the last question four options were allowed. Those who had not given the matter any previous thought and who were not prepared to answer were to reply by the word, "Undecided."

The total number of eighth grade boys from the forty-two schools was one thousand two hundred sixty-four, or an average of thirty boys from each school. The classification of the slips of paper gave the following interesting data:

	Definite vocations			
	High School.	School.	Trade School.	other than Trade School.
Undecided.	348	329	410	177
27 1/2 pct.	26 pct.	32 1/2 pct.	14 pct.	

Each boy was then handed a catalog and urged to share it with his parents, and a cordial invitation sent to the latter to visit the trade school at their leisure.

It was a rare privilege to note the interested faces of these eighth grade boys as they watched the trade school students, some no larger than they, but doing highest quality work, and many of them known to the members of the visiting classes. They were then excused, and no one can measure the impress made on these twelve hundred sixty-four lives in those two hours in the trade school.

Purposes and Results of Visits.

The purpose of the visit of the eighth grade is to let its members know what the city in

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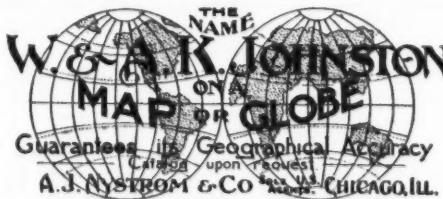
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structural system offers to the graduates; the visit of the seventh grade is to urge the boys to stay in school past the fourteenth year limit. If the future proves it would be advantageous to have the sixth grade also make the visit, it will be done.

Let us estimate briefly a few of the main points of value to be derived from these shop visits in developing public opinion. First, it touches every boy in Milwaukee before he reaches the school leaving age. He is not only urged to try to find himself, but he is shown what he may choose. The thought is not so much that he learn a trade, but that he make something worth while of himself. The city which has a trade school holds a strategic position which must be used to its fullest limit. It is something tangible. Boys like to see tangible things. The parent is reached through

the boy. A father is quick to see that his boy now has a chance to learn a trade under conditions far superior to any he ever had, as to equipment, method and broad industrial intelligence. The parents accept the invitation and visit the school also.

The Elementary Teacher's Part.

Next, it is very important that every teacher in the public schools be intimately acquainted with the trade school. They will make better teachers for knowing that they form a unit in an unbroken whole which can supply the peculiar and particular need of every boy who passes before them. This can be done by the superintendent of schools recommending that part of the time given each teacher to visit schools be spent at the trade school. Finally, we must reach the employers and manufacturers. They must be so well acquainted with the trade school through their own personal inspection and through the indorsement of their expert foremen that when a trade school graduate applies for work they will know with assurance whom they are hiring.

The final test of any school is the quality of its graduates in the community. This will take time to discover, but if the work is done right the harvest is sure of success. Nothing will help along the cause like well prepared graduates and nothing will hurt it more than poorly prepared ones.

Different cities will prepare in different ways to solve the problem. Some will try to make a combined high school and trade school course. Some will want the trade school in the same building as the high school. Some will have other plans, but until public opinion is more fully crystallized on this subject it will be found that the public instructional system which includes a flexible course in vocational training will be best—something which will reach and help all.

Instruction in public schools is free in most states until twenty years of age. Thus it is possible in that system for a boy, if he desires and has the ability to complete his high school course by eighteen, to still have two years left for him to take his complete trade school course free. Not until we have the best possible vitalized elementary courses, taught by properly trained teachers, who have had impressed upon them the important truth that they form a unit in an unbroken whole which leads from kindergarten to either vocational, business or professional life, will be able to expect or have any right to expect to hold our boys and girls longer than we do. Nor will it be sufficient to have all this alone. In a careful way our children must be led to know what a wonderful birthright is theirs.

There is no part of the public instructional system which will bring to the student, the taxpayer and the employer such quick, lasting and satisfactory results as the outlay of effort and money for industrial education. It will be expensive, but when it is well established throughout our land less taxes will be necessary to pay for the negative things in our midst.

America is awakening today to the truth of Lowell's words: "No man is born into the world whose work is not born with him. There is always work and tools to work withal, for those who will, and blessed are the horny hands of toil."

At a recent meeting of the administrative board of extension teaching of Teachers' College, Columbia University, New York city, it was agreed to offer a course in stenography next fall. The Isaac Pitman system will be used and Mr. Frederick R. Beygrau, instructor of shorthand at the Christian Association of Columbia University and Barnard College, has been appointed teacher. As stated in a recent issue of this journal, the course in stenography at Earl Hall, Columbia University, has been very successful, and has now been added to the regular curriculum of extension teaching at Columbia.

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ALABAMA.

Selma—High school will be erected. Birmingham—Contract was awarded for high school; \$17,000. Seale—Two-story school will be erected; \$5,000. Lanett—Contract has been let for school; \$20,000.

ARKANSAS.

Eureka Springs—Contract was let for Central school. Brinkley—Two-story school will be erected.

CALIFORNIA.

Fillmore—Archt. Chas. E. Shattuck, Los Angeles, has plans for grammar school. Huntington Park—Bonds were voted for high school. Pleasanton—Propose issuance of bonds for school. Marysville—Plans are being prepared for school. San Francisco—Plans will be prepared for Jean Parker grammar school, Spring Valley grammar school, Sheridan, Primary and Lakeview schools, Lowell and Girls' high schools.

FLORIDA.

Tampa—School will be erected. Umatilla—School will be erected; \$4,000.

GEORGIA.

Cedartown—Contract was let for school. Griffin—Site has been secured for school.

IDAHO.

Pocatello—School will be erected. Peck—Bonds were voted for school. St. Maries—Contract was awarded for school.

ILLINOIS.

Keyesport—Archt. F. Oswald, Alhambra, has plans for 2-story school. Montrose—Four-room school will be erected. Glenellyn—Archts. Patton & Miller, Chicago, have plans for 4-room school; \$15,000. Lake Forest—Archt. Wm. F. Gubbins, Chicago, has plans for 2-story school; \$22,000. Spring Valley—Archt. C. W. Bradley, Rockford, will prepare plans for 10-room school. Greenville—Archts. Reeves & Baillie, Peoria, have plans for school; \$20,000. Sterling—Archt. Geo. W. Ashby, Chicago, has plans for 2-story school. Edwardsville—\$50,000, bonds, were voted for school; architect not selected; J. G. Delicate, Secy. St. Charles—Union district school will be rebuilt. Sycamore—Contract was let for school. Carlinville—School will be erected. Casey—Propose erection of 6-room school.

INDIANA.

North Madison—Archts. Herbert L. Bass & Co., Indianapolis, have plans for 2-story school; \$15,000. LaPorte—Archts. W. Allen & Son have plans for 2-story school. Webster—Four-room school will be erected. Tell City—2-story school will be erected. Mishawak—Archt. H. H. Richards, Chicago, Ill., has plans for high school building; \$70,000. Bloomfield—Archts. H. L. Bass & Co., Indianapolis, have plans for 2-story school; \$16,000. Garrett—2-room school will be built. Muncie—Archt. Cuno Kibele has plans for 2-story school. Edwardsport—Archt. J. W. Gaddis has plans for 2-story school. Mentone—Archts. A. H. Ellwood & Son, Winona Lake, have plans for 2-story school; \$15,000. Straughn—School will be rebuilt. Hartford—Plans will be drawn for school; \$3,000. Lewis Creek—4-room school will be erected.

IOWA.

Rockwell City—Archt. H. E. Netcott, Independence, has plans for 2-story school. Mt. Vernon—School will be erected. Ottumwa—2-story school will be erected. Soldier—School will be erected, sub-dist. No. 3. Traer—\$30,000, bonds, were voted for school. Melrose—Archt. John O'Connor, Des Moines, will prepare plans for school. Clinton—Plans are being prepared for academy; \$100,000. Sac City—Plans have been prepared for school, dist. No. 4. Altoona—Archt. C. E. Eastman, Des

Moines, has plans for 2-story school; \$15,000. Oskaloosa—\$35,000, bonds, were voted for school. Cedar Rapids—3-story academy will be built; Geo. P. Stauduhar, archt. Albia—School will be erected; \$25,000. Council Bluffs—School will be erected; \$20,000. Newton—School will be erected.

KANSAS.

Lincoln—2-story school will be erected. White Water—Archt. U. G. Charles, Wichita, has plans for 2-story school; \$18,000. Bonner Springs—Bonds were voted for erection of school. Lincolnville—4-room school will be built. Auburn—2-room school will be erected. Wilsey—Archt. Geo. Washburn, Ottawa, has plans for 2-story school. Plainville—School will be erected; \$25,000. Clifton—Bonds were voted for erection of school.

LOUISIANA.

Denham Springs—8-room school will be erected. Arcadia—High school will be rebuilt. Alexandria—2-story school will be erected; \$45,000. Robeline—Archt. F. W. Steinman, Beaumont, Tex., will prepare plans for 2-story school. Minden—School will be erected. Greenwood—School will be erected. Rodessa—School will be erected. Amite City—School will be erected; \$30,000. Morgan City—Contract was awarded for high school. New Orleans—Plans are being drawn for three high schools.

MAINE.

Winter Harbor—Archt. Geo. W. Ashby, Chicago, Ill., has plans for 1-story school. Steep Falls—Site has been secured for graded school.

MASSACHUSETTS.

Fall River—8-room school will be erected. Holyoke—Plans are being prepared for Ingleside school. Kochdale—4-room school will be erected; \$28,000.

MICHIGAN.

Lansing—Archts. White & Butterworth have plans for 2-story school; \$75,000. Grand Rapids—Bids will be received for high school bonds, \$100,000, and school bonds, \$100,000. Detroit—Archt. P. Dederichs has plans for 2-story school. Highland Park—10-room school will be erected. Ironwood—School will be erected. Chassell—School will be erected. Germfask—School will be erected; \$5,000. St. Joseph—Parochial school will be erected.

MINNESOTA.

St. Paul—Archts. Rankin, Kellogg & Crane, Philadelphia, Pa., have plans for 3-story high school. Red Wing—Bonds were voted for school. Park Rapids—School will be erected. McKinley—School will be erected; \$50,000. Cloquet—\$30,000, bonds, have been voted for school.

MISSISSIPPI.

Grenada—Propose issuance of bonds for erection of school. Jackson—Contract was awarded for rebuilding Smith-Robertson school.

MISSOURI.

St. Louis—Preliminary plans have been prepared for school on Meramec St. Rolla—School will be erected, E. Rolla. Gallatin—School will be erected; \$35,000.

MONTANA.

Kalispell—Plans have been prepared for improving high school.

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NEBRASKA.

Hastings—Archts. J. H. Felt & Co., Kansas City, Mo., have plans for high school; \$100,000. North Platte—8-room school will be erected. Cambridge—\$20,000, bonds, were voted for school.

NEW JERSEY.

Palmyra—Archt. Chas. R. Pedde, Philadelphia, Pa., has plans for 2-story school; \$25,000. Riverton Archts. Heacock & Hokanson, Philadelphia, Pa., have plans for 2-story school. South Orange—School will be erected on Academy St. Vineyard—Two schools will be erected.

NEW MEXICO.

Silver City—\$25,000, bonds, were voted for school. Roswell—Plans have been adopted for high school; \$50,000.

NEW YORK.

LaSalle—Archt. Chester R. Phelps, Niagara Falls, has plans for 2-story school; \$9,000. Ocean Side—Archt. E. H. Davis will prepare plans for 2-story school. Bonoville—2-story school will be erected. Bullville—School will be erected. Fishers—Archt. Otto Block, Rochester, has plans for 2-story school. Raquette Lake—Archt. F. H. Gouge, Utica, has plans for school. Sangerlands—Archts. Woollett & Judson, Albany, have plans for 4-room school. New York Mills—2-story school will be erected. Buffalo—24-room school will be erected. Copenhagen—2-story school will be erected. Ellington—\$10,000, bonds, were voted for school. Binghamton—High school will be erected; \$250,000.

NORTH CAROLINA.

Ahoskie—Propose erection of school. Chapel Hill—The city voted to erect graded school. Moreton—School will be erected. Mt. Holly—\$7,000 was voted for graded school. Charlotte—Graded school will be erected.

NORTH DAKOTA.

Caledonia—School will be erected. Fingal—2-story school will be erected. Cando—2-story high school will be erected. McHenry—8-room school will be erected. Carpio—School will be erected. Crosby—School will be erected. Dwight—School will be erected. Dickinson—School will be erected. Williston—Archt. R. T. Frost will prepare plans for school.

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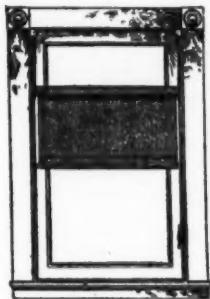
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OHIO.

Cleveland Heights—Archt. H. E. Shimmin, Cleveland, will erect a school. Sayre—2-room school will be erected. Sycamore—Archts. Howard, Inscho & Merriam, Columbus, have plans for 8-room school; \$25,000. Lima—Archts. McLaughlin & Hulsten have plans for 2-story school. Briggdale—Archts. Maetzel, Tresselt & Bassett, Columbus, have plans for 4-room school. Springfield—2-story school will be erected. Cincinnati—School will be erected at Kirby Road and Bruce Ave.; \$160,000. Collinwood—14-room school will be erected; \$90,000. London—Propose erection of high school; \$50,000. Shawnee—Site was selected for school.

OKLAHOMA.

Sapulpa—Archt. Chas. Sudhoelter, Muskogee, has plans for high school; \$60,000. Skiatook—School will be erected. Alva—Bonds were voted for erection of school. Chandler—School will be erected. Oklahoma—2-story school will be erected; \$32,000. Archts. Van Meter & Schmidt have plans for 1-story school. Fairfax—16-room school will be erected; \$45,000. Kingfisher—2-story parochial school will be erected; \$30,000. Hastings—Archt. J. Ira Jones, Lawton, has plans for school; \$18,000. Stillwater—School will be erected; \$10,000. Fletcher—Archt. J. Ira Jones, Lawton, has plans for school; \$10,000. Lookeba—4-room school will be erected. Delaware—School will be erected. Arnett—\$12,000, bonds, were voted for high school. Durant—Architects are invited to present plans for fireproof building. S. E. State Normal School; \$100,000. Wilburton—Propose erection of three schools. Hobart—Two schools will be erected.

OREGON.

Portland—Bids were received for Glencoe school. Pendleton—4-room school will be erected. Woodville—Archt. Chas. H. Burggraf, Albany, has plans for school; \$15,000. Myrtle Creek—Archt. Chas. H. Burggraf, Albany, has plans for school; \$10,000. Forest Grove—Plans are being prepared for 2-story school; \$12,000.

TIME?

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PENNSYLVANIA.

Philadelphia—Archt. Carl H. Wurster, will prepare plans for 2-story parochial school. Wilkesbarre—Archts. Welsh & Sturdevant have plans for 8-room school. Christiana—Archt. Clyde Adams has plans for 4-room school. Courtdale—Archts. Lathrop & Emery, Kingston, have plans for 2-story school; \$8,000. Pottsville—Archt. Geo. Ashby, Chicago, Ill., has plans for 6-room school. Harrisburg—Archt. C. Howard Lloyd has plans for Hamilton school.

Martinsburg—Archt. J. W. Woltz, Waynesboro, has plans for 12-room school; \$25,000. Lansdowne—Archts. Seymour & Paul Davis, Philadelphia, have plans for 2-story school; \$25,000. Barnesboro—Archts. Shollar & Hersh, Altoona, have plans for 2-story school. McKees Rock—Archts. E. B. Long & Bro., Pittsburgh, have plans for 3-story school. Pittsburgh—12-room parochial school will be erected. Middleport—School will be erected. Vandergrift—School will be erected on Grant Ave. Dallastown—Site has been purchased for 4-room school. Chambersburg—High school will be erected. Chambersville—Bids have been advertised for school.

RHODE ISLAND.

Warwick—Archts. Angell & Swift, Providence, have plans for school; \$6,000.

SOUTH CAROLINA.

Columbia—Archts. Edwards & Walters have plans for graded school; \$50,000. Eastover—Archts. Dunne will prepare plans for school. Laurens—School will be erected; \$50,000.

SOUTH DAKOTA.

Aberdeen—Archt. Ellerbe, St. Paul, Minn., will prepare plans for school. Eureka—Plans have been prepared for school. Conde—School will be erected.

TENNESSEE.

Greenfield—Manual Training school will be erected; \$12,000. Chattanooga—Grammar school will be erected at St. Elmo Station. Jonesboro—



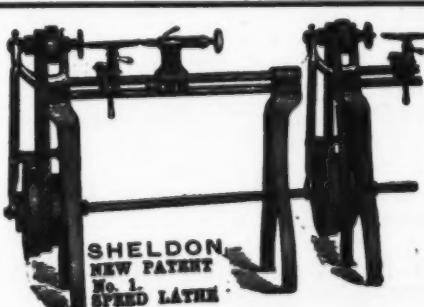
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EDUCATION AT A. Y. P. EXPOSITION.

School exhibits will be an interesting feature of the Alaska-Yukon-Pacific Exposition in Seattle, and these displays will cover the educational departments of the entire United States, Hawaii, Alaska, the Philippines, Japan and a number of the European countries.

In the buildings housing the exhibits of Alaska, Hawaii and the Philippine Islands, a considerable section has been set aside for this purpose, and especial care and labor has been devoted in making the various exhibits as comprehensive and thorough as is possible. These exhibits are now all assembled and are in the positions they will occupy during the exposition.

Probably the most elaborate educational exhibit brought from over the seas to the exposition is that of the Philippines. In this insular possession of the United States one of the most wonderful educational growths of modern times has been experienced. In even the remote sections of the islands the public school has become a fixture, and the educational campaign has been carried on under sane and sensible methods.

The Philippines display assembled by the department of education embraces everything pertaining to the public school system. It shows the daily routine work as carried on by the American and native teacher, and is elaborated by specimens of school work and colored pictures and photographs. The entire system is fully explained by competent persons, and forms a valuable part of the entire exhibit of the islands.

The Washington State Commission has erected a building for the exploitation of her educational interests at the exposition.

There will be three parts to this educational exhibit. First: A static exhibit of pupils' work along the lines of previous exposition. Second: Classes in manual training and domestic science, which will run consecutively through the summer. Third: A demonstration room in which all the departments of school work will be shown in the doing.

The main part of the building contains the static exhibit. The normal schools occupy the space on both sides of the main entrance and make complete exhibits of their courses in hand-work and art, as well as methods in primary

work and in the regular studies of the curriculum.

The city systems of Seattle, Tacoma and Spokane, together with the village and rural schools of the counties in which these are located, and the state schools for deaf and blind, and the state training school or reformatory will also have exhibits on the first floor.

There are few, if any, educational activities in America which do not find some expression in the state of Washington, and teachers or others interested in educational movements will be able to see in this exhibit examples of current methods and systems along educational lines.

Classes in manual training and domestic science are to be conducted by teachers and pupils from the Olympia schools, beginning at the opening of the fair and progressing through a regular course as is done in the actual school work. The boys in the manual training class will begin with only a lumber pile, tools and a teacher, as they did in Olympia, and build up their own equipment as the first step in their work. Photographs will be taken as the work progresses, and these will form a part of the exhibit, showing at any stage of the process the nature of the work which has gone before.

The girls of the domestic science class will serve lunches at various times to demonstrate the proficiency of their method of training. Their work will also include sewing and other branches of housewifery.

Another wing of the building is arranged as an amphitheater, and different school systems will make exhibits here of interesting features of their work, of experiments which are being conducted as well as of methods well proved.

The Seattle schools will conduct this department for a considerable time, showing 1st and 2nd grade work each Monday from 10:30 to 12:30 a. m. and from 2 to 5 p. m.; 3rd and 4th grades on Tuesday, 5th and 6th on Wednesdays, 7th and 8th on Thursdays, and high school on Friday and Saturday. In connection with this will be demonstrations of the work of the school nurses, the parental schools and the classes for deaf mutes and for stammerers.

In its entirety this educational exhibit will be the broadest and most interesting of any given since St. Louis. It is in direct charge of Mr. Roy D. Bailey, under the direction of State Superintendent of Public Instruction Henry B. Dewey.

REPORTS AND PUBLICATIONS RECEIVED.

Elimination of Pupils from School, by Supt. J. W. Kuykendall, Fort Smith, Ark.

Teachers' Institutes. Bulletin of Kentucky department of education. Paper, 23 pages. Published by Kentucky department of education, Frankfort.

Kindergartens. By Supt. Charles S. Foos, Reading, Pa. Cloth. 12 pages.

Industrial Education and Manual Training. Report of Supt. Charles S. Foos to the board of education. Cloth. 40 pages.

Clark College Record, April, 1909. 26 pages. Contains brief biography of late Carroll D. Wright, etc.

Prospectus of the New Education Advanced Common School. Paper. 48 pages, octavo. Published by C. H. Doerflinger, Milwaukee, Wis. This is a revised edition of Mr. Doerflinger's booklet for a model school.

The Daily Meals of School Children, by Caroline Hunt. Bulletin 403 (1909: 3). Paper. 62 pages. W. S. Bureau of Education, Washington, D. C. Contains: A discussion of the serving of food in schools, amount and kind of food needed by children, the problem of the underfed child.

Admission of Chinese Students to American Colleges. By Prof. John Fryer, University of California. Bulletin 399 (1909: 2). Issued by the Bureau of Education, Washington, D. C. Prepared for the use of Chinese who desire to enter American colleges. Contains statement of entrance requirements, specimen examination papers, etc.

The Extension, for May. Issued by the N. D. Agricultural College, at Agricultural College, N. D. Contains announcement of the first industrial summer school to be held at the college Aug. 2-26.

Annual Report of the School Department of the city of Lynn. For the year ending Dec. 31, 1908. Lynn, Mass.

East Chicago, Ind. Report of the Superintendent of Schools, 1908. By Supt. Edwin N. Canine. Paper. 24 pages.

Bulletin No. 9, Illinois Educational Commission, Springfield, Ill. Paper. 47 pages. Contains the preliminary report and recommendations legislative enactment.

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WRITE TO-DAY.

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THE SCHOOL TRADE

Holden Book Covers.

It is always curious to note the change in the times and the progress that we make in educational matters, as well as in equipments.



MR. MILES C. HOLDEN.
Secretary, The Holden Patent Book Cover Co.,
Springfield, Mass.

A number of years ago, before book covers were as finely developed as they are today, the Holden Book Cover Company of Springfield, Mass., made a non-adjustable cover, which is a cover that is made especially to fit each book.

The titles were printed on the front of the covers, and in theory everything was satisfactory, but the practical end of the situation became apparent when publishers owned up to their inability to make the books, even of the same edition, of exactly the same size in height and width. The thickness of the board covers and the variations of the materials used would cause a difference in size of one-sixteenth to one-fourth of an inch of books of the same edition, so that when the old style cover was made to fit a sample book, and the balance of the order made up accordingly, over one-half of the covers, and many times three-fourths, would be found useless, as they would be too small to go on the books, or too large to afford any protection to the bindings.

Then, again, the Holden company found that if they were lucky enough to make a cover to fit perfectly a special book, after that book had been in service a few weeks and the dampness had thoroughly worked into the materials of the book, it would swell to such an extent that the cover would not allow the lids of the book to close.

There was an all-around "cussing time" in June when the secretaries, clerks or principals were sup-

posed to take an inventory of the books, as it was found that, during the year, covers that had the titles printed on for grammars were on the arithmetics, and vice versa, so that every book had to be opened before any one could tell the title of the book.

After a very short time school boards had accumulated a large stock of obsolete sizes, titles and misfits that were of no use to them and of no value whatever to the Holden company, and they found this item was such an expense that they practically forced the Holden company into bringing out an Adjustable Book Cover which would remove these objections.

Their present perfect Adjustable Book Cover is the most economical means of making the text books last longer and keeping them clean.

There are three sizes of covers that fit the ordinary size books. These three alone would adjust to thousands of variations, the No. 2 size fitting 75 per cent of all the books published.

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The thoroughness and expense that the Holden people have been to to perfect their material is of interest to all those interested in educational matters.

Experts are collecting fibers from all parts of the world, the largest supply coming from the Philippines and the Azores islands.

These fibers are thoroughly cleansed and treated with antiseptics, then made into material that has double the wearing quality of anything now on the market. It is the strongest paper of its kind

known, and is in reality an unfinished leatherette. This company is proud of the fact that they have never allowed any adulteration to enter into this wonderful material. To do so would be to lessen the remarkable power to withstand abrasion that this material has, which would then make it impossible for the cover to last a full school year, which it now does.

Another point, which educators and school officials have appreciated, is the fact that the Holden Book Cover Company inaugurated a policy, years ago, of establishing a one-price principle to all school boards, as they felt that it was just as hard for a small country school district to raise \$100 as it was for a large city board of education to raise \$1,000.

It was also determined at that time that a large business on small profits would be of a more lasting benefit and show greater results to the consumer and to the company than though they demanded an excessive profit.

These are the two important factors in the large annual growth of their business, and the fact that they manufacture and sell more book covers to more school boards than any other firm in the world is easily understood.

NEW BOOK ON SLOYD.

Not the least important feature of educational courses in the present day schools, colleges and academies, as well as evening and educational classes in Young Men's Christian Associations and railroad recreation rooms, is manual training.

In connection therewith Messrs. Chandler & Barber, No. 124 Summer street, Boston, Mass., have prepared for gratuitous distribution an excellent treatise (Booklet No. 9) on the Sloyd System of Manual Training, in which for over twenty years they have been specialists; indeed have equipped colleges, schools, etc., from Newfoundland to the Pacific Coast.

They are popularly known as "The Nation's Headquarters" in their line, having what is recognized as the most complete stock of manual training benches, tools, and supplies, always of exceptionally high quality and workmanship.

Schools, etc., having under consideration the installation of manual training as a course, or replacing present facilities with an up-to-date, improved system, will be serving their own interests best by getting in correspondence with them concerning the Sloyd System.

This concern, among the most prominent retail and jobbing hardware and cutlery dealers in New England, also make a specialty of metal and leather working tools and supplies for making useful and ornamental articles for home ornamentation, settlement work or personal gifts.

This hammered copper work has, in recent years, become a most attractive and original form of arts and crafts. Illustrated booklet No. 10, with complete data, will be mailed on request to those addressing Chandler & Barber, 122 Summer street, Boston, Mass.

A REMARKABLE RECORD.

The New York Shipbuilding Company of Camden, N. J., and the W. & A. Fletcher Company of Hoboken beat their best when, 116 days after the laying of the keel, the splendid new Day Line steamer Robert

THE INVESTIGATION OF DUST CONDITIONS IN SCHOOLS.

IT IS only in recent years that science has sought to improve the hygienic conditions of our school buildings. Among the most interesting and enlightening of the various experiments conducted have been those dealing with dust and its relation to the transmission of contagious diseases.

In class-rooms, lecture-halls, laboratories, auditoriums and other departments of our schools and colleges, dust is present in its most dangerous form. Pupils naturally track in from out of doors large amounts of dust and dirt—the frequent shifting of classes, the constant movement of feet and the various drafts and air-currents produce a continuous circulation of dust and bacteria dangerous to any one breathing it.



Circulating dust can be reduced nearly one hundred per cent, but the only feasible method of accomplishing the purpose is by treating the floors with a preparation that will not only catch and hold the dust particles but kill the disease bacilli as well.

In view of the splendid results obtained from the use of Standard Floor Dressing, its use on all wood floors cannot be too highly recommended, whether for schools, colleges, hospitals, stores or public buildings. It is not intended for household use, and should not be applied to any floor in the home.

Standard Floor Dressing is, at the present time, being used in a great number of educational institutions, in hospitals, in great mercantile houses and public buildings. It has in every instance proved of inestimable value and substantiates every claim made for it. In addition, it is an excellent floor preservative, as it prevents splintering and cracking of the wood. Three or four treatments a year afford the most satisfactory results. It pays for itself many times over by saving labor.

As a demonstration of its efficiency, we are willing to treat one floor, or room or corridor, of any school or public building with Standard Floor Dressing, and AT OUR OWN EXPENSE. To localities far removed from our agencies, we will send free sample with full directions for applying.

To those in charge of schools and other public institutions we will send testimonials, reports, our book "Dust and Its Dangers," and full particulars regarding our free trial offer.

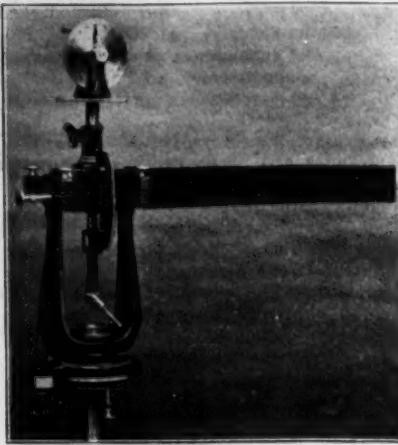
STANDARD OIL COMPANY
(Incorporated)

Fulton had her successful builders' trial run on the Delaware on Saturday afternoon, May 8, 1909.

This remarkable record in construction is owing to the fact that work could go on in all weather and at all hours of day and night under the immense sheds at the Camden works. The hull was constructed on Ways No. 4, where the keel was laid on January 11, and the boat was launched on March 20, with her boilers and much of her superstructure already in place. Immediately after launching she was towed to the wet dock under the same great roof. Within a few days she will come up to New York around the capes of the Delaware, wholly under her own power, and will be put in regular commission to Albany on Saturday, May 29, two days after the opening of the Day Line for the season of 1909.

THE ROTOSTAT AND GONIOSTAT.

In the curriculum of our secondary schools, manual training, mechanical and technical drawing, deservedly are gaining in importance, and school boards of today recognize the necessity of fostering technical education as an important factor in the development and industrial progress of our country.



The Rotostat and Goniostat.

In one of the most advanced and best equipped schools, the Lane Technical High School of Chicago, a new and interesting apparatus is lately in service to demonstrate practically the theories of projection, frequently called mechanical drawing, of which a brief description, with cuts, will explain their applications in the class room.

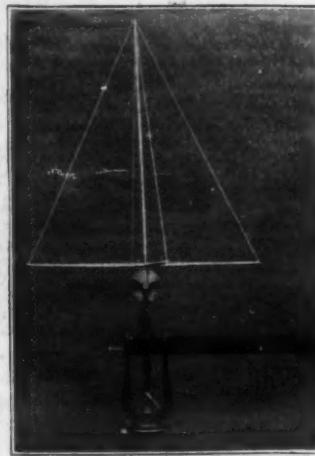


Fig. 2.

The model to be drawn, a square pyramid in this instance, with a taper shank, is mounted in the socket of the "Goniostat," an instrument having a horizontal and a vertical axis with a divided circle to read the degrees of rotation of the model. With the vertical axis of the Goniostat the model rotates in horizontal circles and with its horizontal axis in vertical circles. These two movements of the instrument enable the teacher to place the model into any position in space and in the desired inclinations and declinations to vertical and horizontal planes of projection.

To execute the movements, representing the model to be seen in the plan, or top view—in elevation or front view, and in side elevations—the Goniostat with model is attached to the horizontal square axis of the "Rotostat," as seen in Fig. 1 and Fig. 2. Fig. 2 shows the elevation. The rotations of the vertical and horizontal axis of the Rotostat are gauged at quarter revolutions by spring stops.

The set of models in skeleton form, of which more than 500 forms may be mounted, and the above-described instruments are the inventions of Prof. H. Hanstein, formerly supervisor of drawing of Chicago's high schools, now in charge of one of the freshman drawing rooms of the A. G. Lane Technical High School of Chicago.

TO ISSUE DIRECTORIES.

Mr. Paul Yates, manager of the Yates-Fisher Teachers' Agency, on account of the rapid growth of his business, has recently moved his office from suite 641-642 to suite 925-926 of the Fine Arts building at 203 Michigan avenue.

The new quarters are much larger and better in every way. For the school year of 1909-1910, the Yates-Fisher Agency will publish directories of all the states and territories in the Union. It is the plan to make this the most authentic and accurate directory of the American public schools that has ever been published.

Contrary to the custom usually followed in publishing school directories, it will be brought out early in the fall, so that those who use these directories may have them for service before the year is very far advanced.

A VENTILATOR FOR SCHOOLS.

We print on this page two illustrations of a new ventilator which has been found of high efficiency upon school buildings, particularly such as depend upon the natural or gravity system of ventilation. The device differs from other roof ventilators in that it makes use of several scientific principles which have been heretofore entirely neglected in apparatus of this kind.

Without venturing into a detailed description, it may be said that the ventilator consists of two cones, one inside the other. The outer cone

is open at both ends, while the inner one tapers to a point. The air entering at "A" (see Fig. 2) is spread by the point of the inner cone into the passage "X." As the area in "X" increases, the air is compelled to occupy more space and increases its speed upon the principle that governs the action of the injector. Upon reaching the outlet "YY," the outward rush of air between the two cones causes a vacuum in the interior of the inner cone. Since this vacuum must be occupied, a rush of air is caused up the pipe "C," which is the ventilating shaft. The pull at "YY" is continuous and the ventilation is therefore unbroken.

The manufacturers state that, in apparently calm air, when no breeze is felt, the "auto-force" ventilator has sufficient power to keep an ordinary room sweet and clean.

Six expert ventilating engineers who have tested the device with the anemometer have shown that the "auto-force" has ten times the force of the best stationary ventilators.

Interesting literature, descriptive of scientific principles of the "auto-force" ventilator, will be sent to any one who addresses the Auto-force Ventilating Co., 53 Devonshire St., Boston, Mass.

A STRONG ENDORSEMENT.

Architects and sanitarians have for years looked for an ideal flooring for school buildings, one that would be sanitary, fireproof, and at the same time, wear-proof. A material which is said to possess all of the qualities specified is being widely introduced by the Marbleoid Company of New York City. The material is specified now by the building department of the New York board of education.

This is what a principal writes concerning the Marbleoid Sanitas fireproof flooring: The Bennett School, Mal- cyon Hall, Milbrook, N. Y.

November 24th, 1908.
The Marbleoid Company, New York, N. Y.

Gentlemen: Replying to your letter of November 17th, with reference to floor laid by you in our kitchen and pantry last September, I would say that up to the present time they have given great satisfaction and have proved to be all you claimed—waterproof, bugproof—easy to keep clean, easy to walk and work on. I consider it a distinct improvement in any school and of almost vital necessity to cleanliness and sanitation.

Yours very truly,
(Signed) FRANCIS N. SCHOEFFEL,
Superintendent.

School board members, school superintendents or school house architects on application will receive free of charge a small sample of this fireproof flooring, showing how the preparation is applied or laid over the ordinary wood floor. See their advertisement in another column.



Send for Catalogue.

Plaster Casts**FOR DRAWING AND MODELING:**

Reproductions from Antique, Mediaeval and Modern Sculpture, Etc.

SCHOOLROOM DECORATION

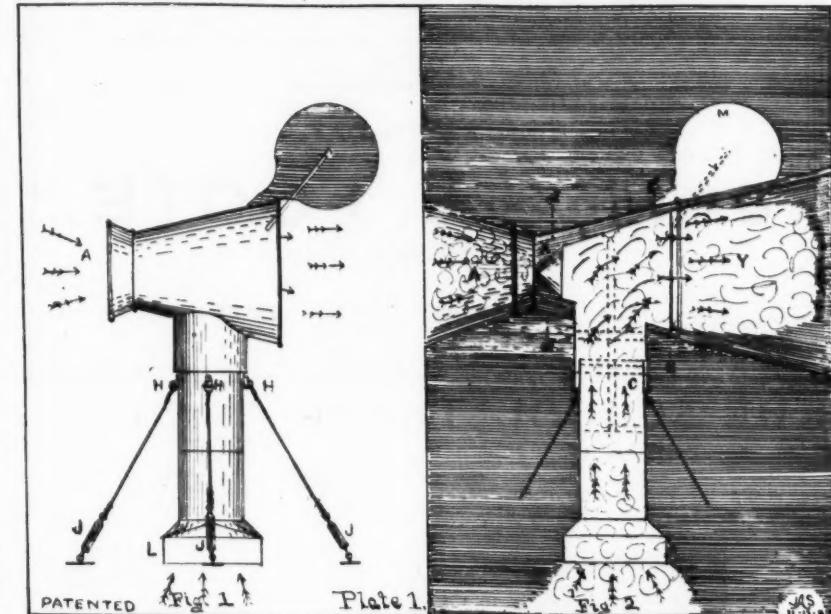
These Art Productions have never failed to receive the highest award when placed in competition with other makes.

C. Hennecke Co.
Formators.

Milwaukee, Wis.

Mr. Anderson Changes.

Mr. George E. Anderson, well known among school furniture houses as sales manager for the A. H. Andrews Company, Chicago, will after June 1st be associated with M. H. E. Beckley, Chicago, who is an extensive manufacturer and dealer in blackboard materials, school furniture and school



The Auto-Force Ventilator.

supplies of all kinds. Mr. Anderson has been connected with the school furniture and school supply department of the A. H. Andrews Company for the past five years. The rapid growth of these departments reflects much credit on his management and ability.

Mr. Anderson is a son of the late W. E. Anderson, former city superintendent of schools of Milwaukee, Wisconsin. He is a man of great strength of character, unflinching integrity, and is said to possess a grasp of details concerning the school furnishing business equalled by few.

We congratulate Mr. Beckley on securing so valuable a man and bespeak a large measure of success for his rapidly increasing business.

"HAMMOND'S SLUG SHOT"
USED FROM OCEAN TO OCEAN

A light, composite, fine powder, easily distributed either by duster, bellows, or in water by spraying. Thoroughly reliable in killing Currant Worms, Potato Bugs, Cabbage Worms, Lice, Slugs, Sow Bugs, etc., and it is also strongly impregnated with fungicides. Put up in Popular Packages at Popular Prices. Sold by Seed Dealers and Merchants.

HAMMOND'S SLUG SHOT WORKS, FISHKILL-ON-HUDSON, N. Y.

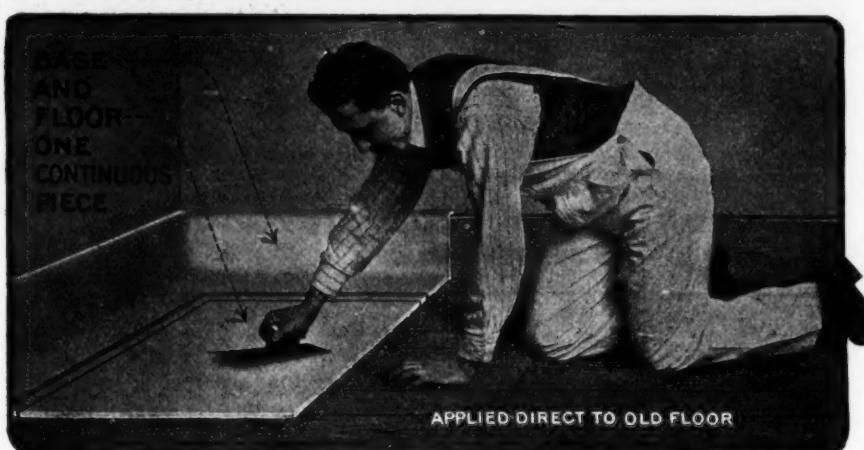
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MARBLELOID-SANITAS FIRE-PROOF FLOORING

The Ideal Flooring for School Buildings



A permanent, Sanitary, Artistic Floor Covering absolutely Fire-Proof, Germ-Proof and practically Wear-Proof.

Laid plastic upon new or old wood or concrete foundation as a floor, sanitary base or wainscot forming a monolithic body, with a fine-grained smooth surface. Elastic to the tread, not slippery, noiseless. Assures hygienic conditions.

Pleasing in appearance—made in any color or combinations of color.

Extensively used in Corridors, Toilets, Class Rooms, etc., of school buildings. Standard of specification for public schools by the Board of Education of New York City. Among other schools where this flooring is installed are the following:

Cliffside Park (N. J.), P. S.
Rockaway Beach (N. Y.), P. S. No. 44.
Palisade Park (N. J.), P. S.
The Bennett School, Millbrook, N. Y.

Ridgefield Park (N. J.), P. S.
College Point (N. Y.), P. S. No. 29.
Hoboken (N. J.), P. S. No. 9.
Wells College, Aurora, N. Y., Etc., Etc.

Samples and Estimates furnished at all times. Write for full particulars.

MANUFACTURED AND LAID SOLELY BY

THE MARBLELOID COMPANY

Broadway and 34th St., NEW YORK CITY

Simplifying Our Spelling.

I do not believe that the English race, once fully awakened to the exact character of English orthography, will cling forever to a system which wastes the time of useful years in the acquisition of knowledge really useless, but conventionally of first importance, and in so doing develops the memory at the expense of the reasoning powers. But, beside the difficulty inherent in the matter itself, we have also to recognize the immensity of the work that is before us in enlightening public opinion. The superstition as to the sanctity of our spelling is so strongly entrenched behind a barrier of ignorant belief and violent prejudice, and this so fortified by use and want, that even to carry its outworks will require the time and effort of years of struggle. I do not know that this is much to be regretted. There is nothing worth living for that is not worth fighting for. But the task before us is no light one. We shall have to overcome not merely ignorance and prejudices, but, what is far worse, stupidities, against which, the poet tells us, even the gods fight unvictorious. Even when we have gained over, as we are already gaining over rapidly, the highest class of minds, there is little limit to the endeavor that must be put forth before any impression can be made upon that inert mass which prefers to remain content with any degree of error, however great, in preference to making any attempt to correct it, however slight. But we have this recollection to encourage us, that the efforts of men in the past engaged in far harder enterprises than that which confronts us, have after long years of struggle been carried to successful completion, because the combatants themselves have been sustained by the hope, and have acted under the inspiration, that what ought to be is to be.

—Thomas R. Lounsbury.

The Perry Pictures

Plan to use them in your school next Fall
Awarded Four Gold Medals

ONE CENT EACH for 25 or more.
Size 5 1/2 x 8.

Postpaid. Assorted as desired.
Smaller, Half Cent Size, 3 x 3 1/2.
Larger, Five Cent Size, 10 x 12.

Bird Pictures in Natural Colors. Size
7 x 9. TWO CENTS EACH for 13 or more.

Large Pictures for Framing, 75 cents
each; 8 for \$5.50. Size, including
margin, 22 x 28.

Send 3 two-cent stamps for Catalogue
of 1,000 miniature illustrations, 2 pic-
tures and a colored Bird picture.



THE PERRY PICTURES COMPANY

BOX 197, MALDEN, MASS.

Teachers.

We all love our teachers. That's the reason we pay them so little. A labor of, by and for love is a noble thing, and we should not debase those whom we love by offering too much filthy lucre.

We do not want our teachers to be stung by the money bee. Nor are we entirely unselfish in this. If they were so stung they might communicate the infection to our spotless children, whom we would not make purse proud for anything in the world except to show that they are better off than those of our neighbors.

Teachers should struggle to make both ends meet. Only thus can they set the divine example. If there is to be any wage cut due to the industrial depression it should begin at the bulwark of our liberties, whether it be the little red schoolhouse on the hill or the big, ill-ventilated, unsanitary education emporium in our cities.—Ellis O. Jones, in Lippincott's.

New Educational Series.

Teachers and school officials will be interested in a new series of books called the River-side Education Monographs. These are published at a popular price (35 cents, net, postpaid) and are attractively printed and bound. They provide profitable summer reading for teachers and superintendents, since they are authoritative discussions by leading writers of the most significant educational questions of the day.

There are included in the series some of the standard classic essays on educational topics, with which every teacher and student of education ought to be familiar. The editor of the series is Prof. Henry Suzzallo of Teachers' College, Columbia University.

Some of the volumes now ready or to be ready before the summer vacation are the following: Emerson's Education, Fiske's The Meaning of Infancy, President Eliot's Education for Efficiency; Miss Earhart's Teaching Children to Study, Palmer's Self-Cultivation in English. Other volumes will be announced later. The publishers of the series are Houghton-Mifflin Company of Boston, New York and Chicago.

Other important books for teachers to be published by the same house are Prof. O'Shea's Social Development and Education, and Prof. McMurry's How to Study and Teaching Children How to Study. These two volumes are now in press and are expected to be ready for delivery before September.

Indiana Book Adoptions.

Indiana. The state board of education has selected the following books: Howe's readers, Chas. Scribner's Sons; Walsh's arithmetics, D. C. Heath & Co.; Eaton copy books, Eaton & Co. The bids on geographies were rejected. It is stated that the board will continue the old contracts for Tarr & McMurry elementary geography and Frye's advanced geography.

Teachers' Salaries.

Moline, Ill. The board of education has granted a general increase of salary to all the teachers in the public schools. The schedule for grade teachers provides the following: First year of service, \$390; second year, \$405; third year, \$450; fourth year, \$495; fifth and subsequent years, \$540. General exceptions are made by providing that teachers assigned to first grade work shall receive \$45 more than the above scale, and teachers assigned to eighth grade work shall receive \$90 additional.

Cheyenne, Wyo. An increase of about 4 per cent in the compensation of teachers has been decided on by the school board. Hereafter grade teachers are to receive from \$70 to \$80 a month, the former compensation for their first year and the latter for their sixth and thereafter, while high school teachers will receive from \$85 to \$100 per month under the same system.

A bill has been introduced into the Illinois state legislature to regulate the salaries of county superintendents. The measure is the result of the decision of the supreme court holding that county superintendents could not be reimbursed for money spent in visiting schools. The bill provides for following salaries: In counties of 12,000 population the salary will be \$1,200; 12,000 to 20,000, \$1,500; 20,000 to 28,000, \$1,800; 28,000 to 36,000, \$2,000; 36,000 to 50,000, \$2,250; 50,000 to 75,000, \$2,750; 100,000 or over, \$7,500. The present pay is \$1,250 a year in counties under 25,000 population, \$1,650 in counties between 25,000 and 100,000 population, and \$7,500 in counties over 100,000 population.

Passaic, N. J. A recount of the referendum vote for an elective or appointive school board has been found favorable to the latter. Frauds were found in several wards of the city.

Fargo, N. D. A three year commercial course has been introduced in the high school.

The School Furniture and Supply House of the West

EVERYTHING FOR SCHOOLS

Purchasers write for Catalogues.
Manufacturers send us your Catalogues.

New Building—New Goods
Large Stock—Low Prices

The Whitaker & Ray Co.
San Francisco, Cal.

Gustav

Nervousness

The use of **Horsford's Acid Phosphate** has been found exceedingly valuable in nervous disorders, restoring energy, increasing mental and physical endurance, and as a general tonic.

Excellent results have also followed its use in the treatment of headache arising from derangement of the digestive organs or of the nervous system.

HORSFORD'S Acid Phosphate.

(Non-Alcoholic.)

If your druggist can't supply you send 25 cents to **RUMFORD CHEMICAL WORKS**, Providence, R. I., for trial size bottle postage paid.

A Good Excuse.

A Manayunk school teacher received this note last fall at the hands of a small boy:

"Dere miss pleze excuse son Willie scratching hisself as he has gust put on his winter flannels."

A teacher in one of the Chicago schools called an incorrigible to her desk, and grasping him firmly said:

"Young man, the devil certainly has hold of you."

"Guess yer right, mum."

Teacher—"What is the race problem?"

Small Boy—"I asked pop, and he said 'pickin' winners.'"



Text Book Author—"Now, I want your honest opinion. Tell me what faults you see in my book?"

Young Friend—"Well, for one thing, I think the covers are too far apart."

Aus dem juristischen
Examen.

Professor der Sozialwissenschaft: "Können Sie mir ein neutrales Gebiet nennen, auf dem sich alle sozialen Gegenseite vereinen?"

Studiosus: "Das Pfandhaus!"

THE PUBLIC SCHOOLS OF THIS

country are putting before the pupils more and more the examples of great and good men and women. The stories of the glorious deeds of noble men are not only the most interesting but one of the best methods of instructing the young.

The Dixon Company has just issued a 32-page booklet similar in style to their *Pencll Geography*. It gives about sixty brief accounts of a few of the men and women who have been identified with the early history of this country, and who attended what was then known as "The Little Red School House."

It contains information that will be valued by both teachers and pupils. Copies sent free to all teachers who desire them.

Joseph Dixon Crucible Company
JERSEY CITY, N. J.

Reassured.

A learned professor, noted for his power of concentration and for his absorption in the matter at hand, came home one night still concentrated on the thought of the evening. He had scarcely pulled the bedcovers over himself when he heard a slight noise.

"Is some one there?" he asked.

"No, professor," replied the intruder under the bed, knowing his peculiarity, "there is no one here."

The professor gave a sigh of relief, and turned over to sleep.

"I was almost certain I had heard some one," he remarked to himself.

The Graduate.

He gazes out upon the world
And sees great work that must be done;
Some duties great to save the state,
And noble victories to be won.
He gazes out with optics bright,
And longs to meet the battle's roar;
Some day he'll light and work all right,
Floorwalking some department store.

His Greatest Achievement.

"And now tell me," said the teacher, "what George Washington did that made him great. I see your hand raised, Arthur. What was it?"

"Crossed the Delaware standin' up and didn't rock the boat."

Absalom Was Most Concerned.

This little incident happened in a Detroit Sunday school. The teacher said very solemnly to Tommy:

"I want you to tell the school who was most concerned when Absalom got hung by the hair."

Tommy promptly replied:

"Abs'lom!"



"Don't you think we'd better skidoo? They say this part of the map won't be safe for big game this year."—Life.

THE RAPID BLACKBOARD LINER

Easy to Handle.

For Music and Penmanship.

Sent postpaid on receipt of 25 cents.

College and School Supplies.

PECKHAM, LITTLE & CO.,
57-59 E. 11th St. NEW YORK

A NEW TEXT-BOOK ON PSYCHOLOGY

Gustav G. Wenzlaff's **THE MENTAL MAN**

CHARLES E. MERRILL CO.

44-60 East Twenty-Third St.

NEW YORK CITY

Brosnahan